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## EXECUTIVE SUMMARY AND SWOC

In the last five years, there is a whole new orientation reflective of the mood of the Maulana Azad National Urdu University (MANUU) that is surging ahead on its path of progress and development. This report provides information about events *fait accompli* and forecasts future plans. The University has been on a fast track of development and is trying to catch up with people and places in an inclusive and responsive manner. The profile of the University places on record a wide coverage of a number of events ranging from meetings/events open to the general public and/or campus-at-large; professional development research and creative activity as well as individual accomplishments by faculty and staff and activities of students which represents the dynamic spirit of the University.

The aims and objectives of MANUU are: promotion of Urdu language; providing formal, professional and technical education in Urdu medium in regular and distance modes; and focus on women education. MANUU has a national outreach with all India jurisdiction. The main campus at Hyderabad is spread over 200 acres of land in Gachibowli. The University has satellite campuses at Darbhanga (Bihar), Lucknow\* & Sambhal\* (Uttar Pradesh), Asansol\* (West Bengal), Bhopal (Madhya Pradesh), Bangalore & Bidar\* (Karnataka), Nuh (Haryana), Aurangabad\* (Maharashtra) and Budgam\* (Jammu & Kashmir). For organizing and administering the distance education programs, there is a network of 9 Regional Centers, 5 sub Regional Centers and 164 Study Centers all over the country. The University accommodates a number of buildings with parks, green lawns, and quarters for faculty & staff. In a nutshell, now the campus houses 14 academic and administrative buildings, four hostels for men and women, three guest houses, one canteen, one building for bank and post office, 94 residential quarters for the faculty & staff of the University, an open air theater, an impressive sports ground and a sports complex.

The University was awarded "A" grade by NAAC in 2009 in the first cycle and can ostensibly boast of a sustained and structured growth in terms of infrastructure development, intellectual advancement and research output. This has been achieved through administrative involvement, scholarly activity of the faculty, and students' commitment towards meaningful academic culture and contributory research. All programs in the University are offered through the medium of Urdu, except in Language Departments.

MANUU is headed by the Vice Chancellor, who is the Chief Executive Officer responsible for the initiation, consolidation and expansion of all academic and administrative activities. He is assisted by the Pro-Vice Chancellor, Deans of Schools of Studies, Heads of Departments, Principals and Directors of the Directorates/Centers. Implementation of new programs, research and development, strategies for enhancing educational standards, syllabus & course designing and revision, new methodologies in pedagogy, providing learning opportunities and required infrastructure etc. are

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\* New initiatives taken by the University since 2009.



discussed, recommended and approved at the level of Boards of Studies of the Departments/Centers/Directorates, School Board meetings and the Academic Council.

The Vice Chancellor is assisted by the Pro-Vice Chancellor, Registrar, Finance Officer, Controller of Examinations, Librarian, Chief Warden, Proctor, Principals, Deputy Registrars, Assistant Registrars and other administrative cadre staff. The recommendations from different bodies and committees are discussed at different levels. All important policy matters are approved by the Executive Council chaired by the Vice Chancellor.

### **Academic Structure**

The University's campus education as on today comprises of seven Schools of Studies:

1. School of Languages, Linguistics & Indology
2. School of Arts & Social Sciences
3. School of Sciences
4. School of Education & Training
5. School of Commerce & Business Management
6. School of Journalism & Mass Communication
7. School of Computer Science & Information Technology

List of Departments (school-wise)

#### **I. School of Languages, Linguistics and Indology**

1. Department of Arabic
2. Department of English\*
3. Department of Hindi
4. Department of Persian\*
5. Department of Translation
6. Department of Urdu\*

*\* These departments offer Post Graduate courses also at Lucknow satellite campus.*

#### **II. School of Arts and Social Sciences**

1. Department of Economics
2. Department of History
3. Department of Islamic Studies
4. Department of Political Science
5. Department of Public Administration
6. Department of Social Work
7. Department of Sociology
8. Department of Women Education



### **III. School of Sciences**

1. Department of Botany
2. Department of Chemistry
3. Department of Mathematics
4. Department of Physics
5. Department of Zoology
6. Polytechnics (Bengaluru, Darbhanga & Hyderabad)
7. Industrial Training Institutes (Bengaluru, Darbhanga & Hyderabad)
8. Para-medical Courses

### **IV. School of Education and Training**

1. Department of Education and Training
2. Colleges of Teacher Education (Asansol, Aurangabad, Bhopal, Darbhanga, Hyderabad, Sambhal and Srinagar)

### **V. School of Commerce and Business Management**

1. Department of Management & Commerce

### **VI. School of Journalism and Mass Communication**

1. Department of Mass Communication and Journalism

### **VII. School of Computer Science & Information Technology**

1. Department of Computer Science and Information Technology

In most of the departments of these seven schools, masters and research programs are offered and a considerable number of M.Phils and Ph.Ds have been produced. The newly established departments are planning to initiate the Post Graduate and research programs from the 2015-16 academic session. The focus of all these Schools is to impart quality teaching and to advance knowledge through research and application.

In the science stream, the establishment of new departments of Botany, Chemistry, Physics and Zoology, and the strengthening of the Department of Mathematics and Department of Computer Science & Information Technology have been done. This may appear a routine exercise in other universities but the imparting of science education through Urdu medium is a formidable challenge which the Urdu university has taken up with gusto.

In the stream of Arts and Social Sciences, the Department of Islamic Studies, started in 2013-14, offers a post graduate degree program and has witnessed a good number of admissions. The newly established departments of Political Science, History, Economics and Sociology have started undergraduate level programs from 2014-15 and plan to introduce post graduate programs from 2015-16.



Presently, the University offers over 80 programs:

### **Under Graduate Programs:**

- Bachelor of Arts (11 subjects)
- Bachelor of Science (6 subjects)
- Bachelor of Education
- Bachelor of Technology (Computer Science)

### **Post Graduate Programs:**

- Master of Arts (Arabic, English, Hindi, Islamic Studies, Mass Communication & Journalism, Persian, Political Science, Public Administration, Translation Studies, Urdu and Women Education)
- Master of Business Administration
- Master of Commerce
- Master of Computer Application
- Master of Education
- Master of Social Work
- Master of Science (Mathematics)
- Master of Technology (Computer Science)

### **Research Programs:**

- M. Phil. (Arabic, Education, English, Hindi, Persian, Public Administration, Management, Study of Social Exclusion and Inclusive Policy, Translation Studies, Women Education and Urdu.)
- Ph.D. (Arabic, Computer Science, Education, English, Hindi, Persian, Public Administration, Management, Social Work, Study of Social Exclusion and Inclusive Policy, Translation Studies, Women Education and Urdu).

*The School of Sciences, School of Arts & Social Sciences and School of Commerce & Business Management will be launching research programs in all newly established departments.*

### **Certificate, Diploma & PG Diploma Programs:**

- **Post Graduate Diploma Programs:** Functional Hindi, Functional Urdu and Information Technology.
- **Diploma programs:** Arabic, Arabic Translation, Dialysis Technician\*, Medical Emergency Technician\*, Persian, *Tahseen-e-Ghazal* and Unani Pharmacy.
- **Certificate Programs:** *Amoozish-e-Urdu*, Dialysis Technician\*, *Khushkhati*, Medical Emergency Technician\*, Proficiency in Arabic, Proficiency in Persian and *Tahseen-e-Ghazal*.

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\*Self Financing Programs



- **Polytechnic Programs:** Civil Engineering, Computer Science Engineering, Electronic & Communication Engineering and Information Technology.
- **Industrial Training Institute Trades:** Draughtsman-Civil, Electrician, Electronics Mechanic, Plumbing and Refrigeration & Air-Conditioning.
- **Model Schools:** Class I to XII affiliated to CBSE at Darbhanga, Hyderabad and Nuh.
- **Others:** Fundamentals of Information Technology and Proficiency in English (Compulsory courses offered for all PG programs); One add-on course per semester is offered for UG programs from among Environmental Sciences, *Deeniyath*, Human Rights, Information Technology etc.

The University has several special Centers which provide value-addition.

1. Academic Staff College (ASC)
2. Alberuni Center for Study of Social Exclusion and Inclusive Policy (ACSSEIP)
3. Center for Professional Development of Urdu Medium Teachers (CPDUMT)
4. Center for Urdu Language, Literature and Culture (CULLC)
5. Center for Women Studies (CWS)
6. H.K. Sherwani Center for Deccan Studies (HKSCDS)
7. Instructional Media Center (IMC)
8. Maulana Abul Kalam Azad Chair (MAKAC)

Some of the highlights of these centers since 2009:

The ASC organized over 110 training programs for faculty, administrative staff and research scholars. The ASC was assessed by NAAC in 2012 and ranked 12<sup>th</sup> among 66 ASCs based on its performance.

HKSCDS was established in 2012 with the objective to conduct research studies on the little studied region of the Deccan. It is a unique center, one of its kind in the entire country to focus on the Deccan. Through distinguished lectures, research projects and other events the Center highlights the Deccan. It has shown a high research output.

The MAKAC has been focusing on various contributions of the great political thinker and freedom fighter, Maulana Azad, after whom the university is named. The Chair organizes Conferences, Student activities and translation projects. The Chair is sponsored by Ministry of HRD. On the anvil, is the establishment of a Center for Central Asian Studies which will focus on strategic dialogue related to foreign policy issues and this Center would be in a position to offer policy making initiatives. Establishing a Center for Religious Education called the *Deeni Taleem Markaz* is also on the cards



which will debate on many important religious issues in a balanced non biased way.

Through the Directorate of Distance Education, the out-reach of the University is expanded to remotest parts of the country with its network of nine Regional Centers, five Sub-Regional Centers and 164 Study Centers. As a result, as many as 1.5 lakh underprivileged, first generation learners of Urdu have made use of the distance mode programs. The University entered into MoUs with IGNOU and BRAOU for adoption and translation of the course content. The Directorate also entered into MoU with Doordarshan for telecasting audio-visual programs developed by the University. Further, MANUU also has examination Centers at Jeddah, Madina, Riyadh and Dammam in the Kingdom of Saudi Arabia for distance education programs.

The Industrial Training Institutes (ITIs), Polytechnics and Model Schools are established in line with the mandate of the University for providing professional, vocational education and preparing feeder channels for higher education through Urdu medium. The Government of India under Sachar Committee Recommendations provided special grants to support the Polytechnics and Model Schools.

To address the dearth of quality trained teachers in Urdu medium, the University has established Colleges of Teacher Education. These colleges allow for personal and intellectual growth of teachers through well designed teacher's training programs. On the anvil is the establishment of two more Colleges of Teacher education at Bidar in Karnataka and Nuh in Haryana.

The University has established a College of Arts and Science for Women at Budgam (Jammu & Kashmir) as a means of addressing one of the important objectives of the University, that of promoting women education.

MANUU has been successful in acquiring land in different parts of the country to start satellite campuses offering need-based courses in Srinagar, Bidar and Cuttack. The vision is to identify different pockets in India with a high density of Urdu speaking population aspiring to gain admission into higher education in the country.

Keeping in tune with the times, the entire MANUU campus has been made WiFi enabled with WiMAX backbone to facilitate access to internet 24/7. MANUU is one of the few central universities to install a secured data network at its premises with high-end technology. The University is part of the National Knowledge Network.

The Central Library of the University is the hub of all the scholarly activities. It provides support to research and academic objectives of the University. The web OPAC (Online Public Access Catalogue) is accessible from any terminal in and out of the Library. The Central Library subscribes to e-journals and e-books through INFLIBNET and UGC INFONET and hyperlinks are provided to university website and are accessible to all users. It is designed to provide online information, allow requests for book loans, renewals and other



information services. The library building is totally WiFi enabled, with state-of-the-art Auditorium. Security gates, paging system, fire alarms, surveillance cameras, and an internet hub make the library secure and accessible.

### **Policy Against Discrimination And Sexual Harassment (PADASH)**

The university is committed to zero tolerance towards gender discrimination and sexual harassment at work place. The Committee conducts gender sensitization programs to create awareness among staff & students, educate and sensitize the staff & students of the university.

Anti-Ragging Committee is in place to address the issues related to ragging.

### **Day Care Center**

The Day Care Center at the Campus provides safe, nurturing care to children of staff and students from infancy to school going age.

### **Community Service**

The NSS Unit at the University encourages all students to take part in social service activities such as blood donation camps, mobilization of resources for flood victims, *Swach Bharat Abhiyan*, go-green campaign, gardening, eco-friendly ventures etc.

### **Democratic Activities**

- The University organized Student Union Election for the first time in 2012.
- The University established an Employees Welfare Fund.
- The University has given space to all the recognized Employees Unions (MANUUTA, MEWA, MANUU Officers Association) to function in matters related to employees' welfare including health schemes, staff quarters etc.
- Staff representation has been given in committees like Health Committee, House Allotment Committee, Welfare Fund Committee etc.
- A grievance redressal mechanism for teachers, staff and students shows its active presence.

### **Functional Infrastructure**

MANUU is engaged in developing the infrastructure which can facilitate, help and serve research and research based activities. Setting up of computer labs; equipping Central Library with latest books/journals; availability of WiFi in the campus; well equipped auditoriums at DDE/CPDUMT/Library with 500/200/150 seats capacity respectively; seminar halls in School of Languages Linguistics & Indology, School of Education, and Lecture Hall Complex; a conference hall in Administrative building; and meeting rooms in





guest house are all indicators of MANUU's commitment to providing functional and constructive infrastructure to the academics, researchers and students. The highly developed and sophisticated infrastructure at MANUU attracts many government and academic organizations to request the University to collaborate with them in organizing their meets and conferences.

The University envisions developing faculties of Sciences, Information Technology, Engineering and Applied Sciences, Liberal Arts, Fine Arts with focus on rigorous training and world class research with an objective to make humane, skilled and employable citizens.

<b>Strengths</b>	<b>Weaknesses</b>
<ol style="list-style-type: none"> <li>1. The mandate of the university to provide professional, vocational and technical education in Urdu medium and to focus on women education.</li> <li>2. All India jurisdiction and setting up of network of institutions as a means of 'reaching the unreached'.</li> <li>3. Professional, vocational and technical courses are offered at pre-degree, undergraduate, post graduate and research levels.</li> <li>4. Innovative teaching-learning modules in view of the diversity and uniqueness of the students admitted at MANUU.</li> <li>5. Stakeholders (faculty and staff) diversity in terms of region and socio-cultural backgrounds.</li> <li>6. Facilitating training and capacity building of faculty and students.</li> <li>7. Setting up of high quality language and translation labs.</li> <li>8. Comprehensive and operational Students' Health Insurance coverage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inadequate infrastructure and staff support system.</li> <li>2. Absence of effective mechanism to reduce rate of dropouts through parent counseling.</li> <li>3. Collaborations and consultative projects with private and public sector organizations yet to be developed fully.</li> <li>4. The demand rate for many courses is below the perceived mark; hence some programs appear to be weak and unjustified.</li> <li>5. Perception of the validity of higher education in Urdu medium and its acceptability is weak and needs to be established.</li> <li>6. More funding is required in view of large number of institutions to sustain and develop adequate infrastructural facilities.</li> <li>7. Mechanisms to promote the visibility of the University need to be strengthened.</li> <li>8. Limited availability of resources in Urdu language.</li> </ol>



<p>9. Students' forums at university, school and department levels.</p> <p>10. Active and dynamic democratic forums of faculty and other staff.</p> <p>11. Extension and outreach activities.</p> <p>12. Societal networking and endowments.</p> <p>13. Examination centers outside India and large number of study centers to ensure wide International and National networking.</p> <p>14. The Instructional Media Centre at MANUU helps in preparing supplementary educational programs through multi-media to make learning exciting for Urdu speaking learners.</p>	
<b>Opportunities</b>	<b>Challenges</b>
<ol style="list-style-type: none"> <li>1. Opportunities are created for Urdu medium students to obtain higher degrees.</li> <li>2. MANUU through its Polytechnics and Industrial Training Institutes furthers the goals of skill development.</li> <li>3. Students with difficult life trajectories (Urdu knowing, <i>madarasa</i> background, first generation learners, marginalized sections of society) can engage with professional, vocational and higher education and assimilate with the main stream.</li> <li>4. Good material in Urdu language is being developed. This activity serves the smooth running of MANUU programs. Beyond this, the repertoire of Urdu language is being continually enriched.</li> </ol>	<ol style="list-style-type: none"> <li>1. Catchment population i.e. Urdu speakers belong to weak financial backgrounds; which is a major obstacle to efficient learning.</li> <li>2. Students' backgrounds are diverse; they come with different life experiences and different levels of understanding proficiency.</li> <li>3. Placement of MANUU graduates is difficult as market for Urdu degree holders is as yet undefined.</li> <li>4. The coordination of courses across various institutions located in different parts of the country is a challenge that MANUU continuously strives to face.</li> <li>5. The University is constantly evolving new mechanisms to</li> </ol>



<p>5. Valuable books from various Indian languages as well as foreign languages are being translated. This augurs a great knowledge quantum leap.</p> <p>6. Wide networks of knowledge and higher education are available through number of regional Centers and constituent institutions.</p>	<p>control student drop-out from programs.</p>
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## Action Taken Report on Last NAAC Peer Team Committee visit to Maulana Azad National Urdu University during 26<sup>th</sup> – 28<sup>th</sup> February 2009

**Action Recommended-1:** Starting of a few more multidisciplinary and multidimensional courses.

**Action Taken:** The University is offering different kinds of courses with multidisciplinary content in departments of Women Education, Translation, Journalism & Mass Communication, and Management. Some of the programs such as MA English, Hindi, Arabic, and Persian offer courses in translation and courses from other literatures to broaden their horizons of knowledge. Research programs have been started in Multidisciplinary and Multi Dimensional areas like Human Rights, Law etc., in the Center for Study of Social Exclusion and Inclusive Policy and Departments of Women Education, Public Administration, Political Science, Management and Translation. Academic Staff College offers multi-disciplinary and multi-dimensional programs every year such as Multiculturalism, Human Rights, Research Methodologies, Comparative Literature, Business Studies, Environmental Studies etc. There are Add-on and Breadth Courses offered by different departments/Centers carrying credits that can be opted by UG students. Further, in line with recent UGC guidelines, the University is introducing CBCS at all levels.

**Action Recommended-2:** Erecting Wi-Fi campus and digital library on full scale.

**Action Taken:** The campus is equipped with WiFi facility. The Central Library is linked to E-resources provided under various schemes of Government of India such as UGC info-net, digital library consortium of Infilbnet, Ahmedabad etc. Links to various e-databases, e-journals and e-books are provided as hyperlinks from the University Website. The University is also part of NME-ICT and National Knowledge Network.

**Action Recommended-3:** More hostel accommodations for boys and girls.

**Action Taken:** The construction of 75 room Gulzar girls hostel is ready for occupation and II Floor extension of existing girls hostel with 25 rooms and two dormitories is in use. The 120 room boys' hostel has been made available for students from 2009. Another 48 room boys' hostel is under construction. A new floor has been added to CPDUMT hostel with 34 rooms and two dormitories to accommodate young CSE coaching aspirants and other students. Every hostel is equipped with WiFi facility, gymnasium, recreation rooms, reading rooms, solar heaters, kitchen and dining halls.

**Action Recommended-4:** To enhance global competency, proficiency in English to be encouraged.

**Action Taken:** The Proficiency course in English is offered in the 3<sup>rd</sup> semester of the study program for all regular students in the University. The



course offers functional usage of English to help the students improve their employability potential. This course contains units on soft skills, communication & presentation skills and writing skills which help them to overcome the lack of confidence which they may have from studying through Urdu medium. Certificates are awarded after completion of the course and passing the examination.

**Action Recommended-5:** More Courses in innovative and job oriented areas to be introduced.

**Action Taken:** Two Certificate and two Diploma Courses in Emergency Medical Technician, Dialysis Technician have been introduced in Paramedical Sciences in addition to one-year Diploma in Unani Pharmacy. Professional courses such as B.Ed. and M.Ed. are introduced in new catchment areas through Colleges of Teacher Education. The University is offering trades through ITIs and job oriented courses through Polytechnics. Recently B.Tech. leading to M.Tech. and MCA have also been added. Two one-year PG Diplomas in Tourism Management and Museology were added to the profile of DDE programs. Two PG diplomas in Functional Hindi and Functional Urdu are useful job oriented programs. The department of Translation runs courses and also research projects in machine translation. The departments of Arabic and Persian run diplomas and certificate courses in language proficiency and translation. Students of other departments take advantage of these courses and add to their repertoire of skills. Our students are already engaging themselves in part-time jobs in hospitals and MNCs as translators, mediators, transcribers, basic language trainers and as script writers in film and television industry. The services of trained graduates fluent in Urdu are utilized by MNCs as well as public sector organizations and NGOs for promotional activities, mostly in rural areas where there is substantial Urdu speaking population.

**Action Recommended-6:** Adequate transport facility for students to be provided.

**Action Taken:** Shuttle service is provided to students between 9:15 am to 10:45 am and 4:15 pm to 6:15 pm on all working days. An additional bus has been commissioned to meet the requirements. The authorities have increased the access to RTC bus service to and from the MANUU Campus. Transport facility is also provided for students for all field trips and educational visits.

**Action Recommended-7:** Research activity needs to be strengthened.

**Action Taken:** Several new and existing departments introduced research programs. New thrust areas of research are being explored. The list of research topics in various departments indicates inter-disciplinary trends in research. Many faculty members have been awarded with Major and Minor research projects funded by different agencies. The faculty members contributed significantly through their publications in peer reviewed national and international journals with impact factor. Centers viz., Maulana Abul Kalam Azad Chair, Epoch Center for Jawaharlal Nehru Studies,



H.K. Sherwani Center for Deccan Studies and Center for Women's Studies in the University are research oriented in their core activity. Centers such as Central Asian Studies and *Deeni Taleem Markaz* are under consideration of funding agencies. Refresher courses and Workshops on Research methodology, Research writing and publication, Data analysis using Statistical tools like SPSS are being conducted on a regular basis by the Academic Staff College of the University. The translation of theses submitted to the University from Urdu into English has been initiated.

**Action Recommended-8:** Greater availability of text books in Urdu.

**Action Taken:** A good number of text books are available in Urdu on various faculties/subjects like Public Administration, Political Science, Economics, Education, History, Business Management, Commerce, Computer Science and Information Technology etc. Workshops are organized for translation of text books in Urdu. Directorate of Distance education has commissioned the preparation of glossary for Science terminology for Chemistry, Botany and Physics.

**Action Recommended-9:** Separate publication unit to be established.

**Action Taken:** The proposal for a separate publication unit was submitted to UGC in XI Plan and was not considered. However, the University uses the budgetary provisions under merged schemes for the publication of reading material, important documents and books by well-known authors along with their translation.

**Action Recommended-10:** Coordination between teaching faculty and content creators required.

**Action Taken:** The Directorate of Distance Education, while preparing Self Learning Material (SLM) involves the faculty, content creators, copy editors, proof readers and other professionals to streamline the content and bring it in line with the curriculum design. Similarly, the Instructional Media Center collaborates and utilizes the services of the University faculty in developing audio-visual learning resources.

**Action Recommended-11:** Institutionalization of career guidance and placement activities.

**Action Taken:** The Remedial Coaching Center for Minorities (RCCM) organizes lectures in Career Guidance and personality development by inviting experts at University level. Campus placement activities are taken up at department level in various departments viz., Social Work, Education & Training, Management & Commerce, Journalism, ITIs, Polytechnics etc. The University placement office is in place and coordinates with the departments. The presence of various coaching centers to prepare the students for competitive examination is indicative of the University's interest in providing career guidance to the students. These centers (CCMES, CSE Academy) open the avenues for the aspirants to make choices between



various careers and services.

**Action Recommended-12:** Library hours to be increased.

**Action Taken:** The Central library has increased reading room hours from 5:30 pm on normal days to 12:00 midnight; and up to 2:00 am during examinations including holidays. Research cubicles for research scholars and faculty have been provided. More facilities such as access to e-journals, e-books and open educational resources are provided; reading room has been air-conditioned. Institutional repository of publications of faculty has been established. Student services are automated.

**Action Recommended-13:** More effective institute-society-industry interaction to be encouraged.

**Action Taken:** The courses which are professional in nature such as B.Ed., M.Ed., MBA, MCJ, MCA, MSW, B.Tech. Polytechnic, ITIs, para-medical courses etc., have inbuilt components of industry linkage in the form of training, research, field work, industrial visits, project work, internship etc. Faculty members are encouraged to undertake Major and Minor Research projects which involve industry-institute interface. Such institute-society-industry partnership results in the prospect of good placements for our graduates. Many of the Boards of Studies and committees include industry practitioners as external members/special invitees.

**Action Recommended-14:** Adoption of innovations in teaching-learning process with ICT aids.

**Action Taken:** Most of the classrooms are ICT enabled. Departments like Education & Training, Women Education, Management & Commerce, Mass Communication and Journalism use audio-visual aids to present case studies and discussion texts for classroom analysis. There are e-classrooms/smart classrooms in some departments/centers such as UGC Academic Staff College, Instructional Media Center and Conference Hall at Administrative building. The Language Labs at Department of Education & Training and Polytechnic promote research in language projects and help in the development of communication skills. This facility is utilized by all the students of the University. The University is WiFi enabled with adequate security features and e-learning resources. The University has developed several audio-visual supplement lessons for distance education students which are aired through *Doordarshan* and All India Radio. The University has Instructional Media Center with state-of-art facilities for developing documentaries and audio-visual learning resources.

**Action Recommended-15:** Regular training of faculty, staff and students in the use of computers.

**Action Taken:** Fundamentals of Information Technology is a compulsory course for all PG programs in 1<sup>st</sup> Semester. The inputs on computer usage are also offered as add-on courses for UG students. Orientation program for use



of digital library and learning resources are conducted for students at the beginning of every academic year. The Academic Staff College organizes programs on Information and Computer Technologies (ICTs) for teaching, research and administration for faculty, students and administrative staff respectively.

**Action Recommended-16:** Collection, preservation and Research on rare Urdu manuscripts to be undertaken.

**Action Taken:** The Center for Urdu Language, Literature and Culture corresponds with various Research institutes, Museums and Libraries all over India; collects and preserves rare books, manuscripts, Journals in Urdu, Arabic and Persian. Hyderabad Education Conference Library has donated 200 manuscripts and 6500 rare books and journals. The center is collaborating with *Jum-al-Madi*, Dubai in the project of preservation of rare manuscripts. H.K. Sherwani Center for Deccan Studies has acquired over 1500 digitized versions of about 1000 years old maps in 10 different languages including Catalan, Arabic, French, German, English, Italian, Portuguese, Dutch, Latin, Chinese etc., from the World Bank. Also, around 130 maps of the *subas* of the Deccan were procured from the office of Chief Commissioner, Land Acquisition, Hyderabad.





## I. Profile of the University

### 1. Name and Address of the University:

Name:	Maulana Azad National Urdu University		
Address:	Gachibowli, Hyderabad		
City: HYDERABAD	Pin: 500032	State: Telangana	
Website:	www.manuu.ac.in		

### 2. For communication :

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Prof. Mohammad Miyan	040-23006601	9490793584	23008366	vc@manuu.ac.in
Pro-Vice Chancellor (s)	Dr. Khwaja M. Shahid	040-23006602	7799110909	23006603	pvc@manuu.ac.in
Registrar	Prof. S. M. Rahmatullah	040-23006121	9490377817	23006604	registrar@manuu.ac.in
Steering Committee	Prof.S.N. Hasan	040-23008323	9866619519	23008323	hasan.najam@gmail.com
<b>IQAC Director</b>					

### 3. Status of the University:

State University	<input type="checkbox"/>
State Private University	<input type="checkbox"/>
Central University	<input checked="" type="checkbox"/>
University under Section 3 of UGC (Deemed University)	<input type="checkbox"/>
Institution of National Importance	<input type="checkbox"/>
Any other (please specify)	<input type="text"/>

### 4. Type of University

Unitary	<input checked="" type="checkbox"/>
Affiliating	<input type="checkbox"/>

### 5. Source of funding:

Central Government	<input checked="" type="checkbox"/>
State Government	<input type="checkbox"/>
Self-financing	<input type="checkbox"/>



Any other (please specify)

**6. a. Date of establishment of the University : 09.01.1998**

**b. Prior to establishment of the university, was it a/an :**

- i. PG Center Yes  No
- ii. Affiliated College Yes  No
- iii. Constituent College Yes  No
- iv. Autonomous College Yes  No

Any other (please specify) Not applicable

If yes, give the date of establishment: Not applicable (dd/mm/yyyy)

**7. Date of recognition as a university by UGC or any other national agency:**

	Under Section	dd	mm	yyyy	Remarks
i.	2f of UGC*	09	01	1998	A Central University established by an act of Parliament
ii.	12B of UGC *	09	01	1998	
iii.	3 of UGC #	-	-	-	
iv.	Any other ^ (specify)	-	-	-	

- \* Copy of gazette of Government of India enclosed)
- # Enclose notification of MHRD and UGC for all courses / programs / campus/ campuses.
- ^ Enclose certificate of recognition by any other national agency/agencies, if any.

**8. Has the university been recognized**

**a. By UGC as a University with Potential for Excellence?**

Yes  No

If yes, date of recognition: ..... (dd/mm/yyyy)

**b. For its performance by any other governmental agency?**

Yes  No

If yes, Name of the agency NAAC and date of recognition: 08.03.2009



(dd/mm/yyyy)

### 9. Does the university have off-campus Centers?

Yes  No

If yes, date of establishment : ..... (dd/mm/yyyy)  
Date of recognition : ..... (dd/mm/yyyy)

The university has autonomy to set up Centers from time to time.

The following Centers were established:

Regional Centers		
i.	Delhi	20.07.1999
ii.	Patna	20.07.1999
iii.	Bengaluru	20.07.1999
iv.	Bhopal	07.11.2005
v.	Darbhangha	07.11.2005
vi.	Mumbai	13.10.2006
vii.	Kolkata	13.10.2006
viii.	Ranchi	05.09.2007
ix.	Hyderabad	29.05.2006
Sub-Regional Centers		
x.	Jammu	29.05.2006
xi.	Lucknow	29.05.2006
xii.	Sambal	12.10.2006
xiii.	Nuh	12.10.2006
xiv.	Amaravati	05.02.2008
xv.	Chandini Chowk (presently not operational)	10.02.2010
Colleges of Teacher Education		
xvi.	Srinagar	2005
xvii.	Darbhangha	2006
xviii.	Bhopal	2006
xix.	Asansol	2014
xx.	Sambhal	2014
xxi.	Aurangabad	2014
Polytechnics		
xxii.	Hyderabad	11.08.2008
xxiii.	Bengaluru	11.08.2008
xxiv.	Darbhangha	25.08.2008
Industrial Training Institutes		
xxv.	Hyderabad	30.06.2006
xxvi.	Bengaluru	30.06.2006
xxvii.	Darbhangha	30.06.2006
Model Schools		
xxviii.	Hyderabad	2006
xxix.	Darbhangha	2006



xxx.	Nuh	2006
Satellite Campus		
xxxi.	Lucknow	05.03.2009

### 10. Does the university have off-shore campuses?

Yes  No

If yes, date of establishment : ..... (dd/mm/yyyy)

Date of recognition : ..... (dd/mm/yyyy)

### 11. Location of the campus and area:

	Location*	Campus area in acres	Built up area in sq.mts	
i.	Main campus area	Urban	200 acres	
ii.	Other campuses in the Country	Urban/semi urban/rural (details as given below)		
	S. no	Institution	Location	Land available
	1.	Model School, Hyderabad	Falaknuma	2 acres
	2.	College of Teacher Education, Polytechnic and Model School	Laheria Sarai, Darbhanga, Bihar	7.31 acres
	3.	-	Aurangabad, Maharashtra	4.00 acres
	4.	College of Teacher Education	Sambhal, Uttar Pradesh	7.00 acres
	5.	College of Teacher Education	Asansol, West Bengal	5.02 acres
	6.	Polytechnic	Jnanabharathi, Bengaluru, Karnataka	2.00 acres
	7.	Industrial Training Institute	BDA, Bengaluru, Karnataka	789 sq.mts
	8.	College Teacher Education, Model School	Mewat, Haryana	17.27 acres
	9.		Pipalner, Hujur Tahsil, Bhopal, MP	6.44 acres
iii.	Campuses abroad	- NIL	- NOT APPLICABLE	

(\* Urban, Semi-Urban, Rural, Tribal, Hilly Area, Any other (please specify))

If the university has more than one campus, it may submit a consolidated self-study report reflecting the activities of all the campuses.



**12. Provide information on the following: In case of multi-campus University, please provide campus-wise information.**

• **Auditorium/seminar complex with infrastructural facilities**

The University has well equipped auditoriums at Directorate of Distance Education, Center for Professional Development of Urdu Medium Teachers, and Central Library with 500/200/150 seats capacity respectively; seminar halls in school of Languages, Linguistics and Indology, School of Education, and Lecture Hall complex; a Conference Hall in the administrative building; and meeting rooms in university guest house.

• **Sports facilities**

Playground	Yes
Swimming pool	No
Gymnasium	Yes
Any other (please specify)	Indoor Stadium Available

• **Hostel**

S.No	Hostel	Number of rooms	Capacity
1.	Boys Hostel – I	74	192
2.	Boys Hostel – II	120	480
3.	Boys Hostel – III	42	144
4.	Girls Hostel – I	70 rooms + 6 dormitories	280
5.	Gulzar Hostel for Girls Girls Hostel – II	75	150
6.	Working Women's hostel	Nil	Nil

**Facilities:** All basic amenities are made available, viz., Water, Boarding Facilities, T.V., Reading Room, Dailies, and Internet access.

Type	No. of quarters
Type II Quarters	24
Type III Quarters	18
Type IV Quarters	36
Type V Quarters	12
Servant quarters	2
Caretaker quarter	1
Girls warden quarter	1
Registrar Residence	1
Finance Officers Residence	1
Pro-Vice Chancellor Residence	1
Vice Chancellor Residence	1

**Facilities for faculty and non-teaching**

Separate residential quarters for Teaching and Non`-Teaching Staff Members



are available in the University Campus.

- **Cafeteria** : Available in the Campus
- **Health Center** – Nature of facilities available – inpatient, outpatient, ambulance, emergency care facility, etc. The Health Center is operational in the University campus. It caters to all kinds of outpatient treatment and medical emergency conditions for students and staff. The students and staff visit the Health Center for various kinds of treatment/sickness and any medical emergency. The Health Center also provides medication for the students and the staff for various ailments, and is managed by a senior physician. A lady doctor/gynaecologist is appointed for female patients at the University Health Center. A dedicated student counsellor is also available in the health Center to counsel the students to overcome psychological and emotional tensions. The Health Center has an experienced Staff Nurse, Male Nurse, X-Ray Technician, Lab Technician and a Pharmacist. The Center also has a bed for temporary monitoring of the BP/chest pain and to attend to other medical emergencies before shifting to Hospital.
- **Facilities like banking, post office, book shops, etc.**  
Bank, Post Office, ATM and University Information Center is available in the University Campus.
- **Transport facilities to cater to the needs of the students and staff**  
Two buses are available in the campus to transport students and staff across the campus and to the Public Bus Stop on the main road outside the Campus.
- **Facilities for persons with disabilities**  
Lifts, Ramps and separate Toilets for differently abled are available.
- **Animal house** : Not Available
- **Incinerator for laboratories** : No
- **Power house** : Available
- **Waste management facility** : Not Available

### 13. Number of institutions affiliated to the university : Nil

Type of Colleges	Total	Permanent	Temporary
Arts, Science and Commerce	N.A.	N.A.	N.A.
Law	N.A.	N.A.	N.A.
Medicine	N.A.	N.A.	N.A.
Engineering	N.A.	N.A.	N.A.
Education	N.A.	N.A.	N.A.
Management	N.A.	N.A.	N.A.
Others (specify and provide details)	N.A.	N.A.	N.A.





**14. Does the University Act provide for conferment of autonomy (as recognized by the UGC) to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University**

Yes  No  Number

**15. Furnish the following information**

Particulars	Number	No. of Students
a. University Departments		
Undergraduate	17	914
Post Graduate	15	522
Research Centers on the Campus	6	
b. Constituent Colleges	12	758
c. Affiliated Colleges	N.A.	N.A.
d. Colleges under 2(f)	N.A.	N.A.
e. Colleges under f(f) and 12B	N.A.	N.A.
f. NAAC accredited colleges	N.A.	N.A.
g. Colleges with Potential for Excellence (UGC)	N.A.	N.A.
h. Autonomous colleges	N.A.	N.A.
i. Colleges with Postgraduate Departments	N.A.	N.A.
j. Colleges with Research Departments	N.A.	N.A.
k. University recognized Research institutes/centers	N.A.	N.A.

**16. Does the university conform to the specification of degrees as enlisted by the UGC?**

Yes  No

If the University uses any other nomenclatures, please specify.

**17. Academic programs offered by the university departments at present, under the following categories: (Enclose the list of academic programs offered)**

Programs	Number
UG	4
PG	18
Integrated Masters	0
M.Phil.	11
Ph.D.	14
Certificate	4
Diploma	9
PG Diploma	2
Any other (please specify)	5 (ITI trades)
Total	67





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**18. Number of working days during the last academic year: 244**

**19. Number of teaching days during the past four academic years.**

2009-2010 188 days	2010-2011 180 days	2011-2012 192 days	2012-2013 189 days	2013-2014 188 days
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

(‘Teaching days’ means days on which classes were engaged. Examination days are not to be included)

**20. Does the university have a department of Teacher Education?**

Yes  No

If yes,

**a. Year of establishment: 07.11.2005**

**b. NCTE recognition details (if applicable)**

- D.Ed., 13.09.2001 vide NCTE Notification No. AP/New /DEd ./07/SRO/NCTE 2000-2001/7843 dt. 13.09.2001
- B.Ed., 29.10.2004 vide NCTE Notification No. AP/SEC/SRO/NCTE 2004-05/8202 dt. 29.10.2004
- M.Ed 17.05.2007 vide NCTE Notification No. SRO/NCTE/MEd/ 2006-07/2947 dt. 17.05.2007

**c. Is the department opting for assessment and accreditation separately?**

Yes  No

**21. Does the university have a teaching department of Physical Education?**

Yes  No

If yes,

**a. Year of establishment ..... (dd/mm/yyyy)**

**b. NCTE recognition details (if applicable) Notification No.: ..... Date: ..... (dd/mm/yyyy)**

**c. Is the department opting for assessment and accreditation separately? Not Applicable**

Yes  No

**22. In the case of Private and Deemed Universities, please indicate whether professional programs are being offered? Not Applicable**

Yes  No



If yes, please enclose approval / recognition details issued by the statutory body governing the program.

23. Has the university been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.

No.

24. Number of positions in the University

Positions	Teaching Faculty			Non-Teaching Staff	Technical Staff
	Professor	Associate Professor	Assistant Professor		
Sanctioned by the UGC					
<i>Recruited</i>	28(25+3)	44	198	295	60
<i>Yet to recruit</i>	20	43	49	23	03
Self-Financing and others					
Number of persons working on contract basis	04	00	28	211	16

Teaching positions of Model School	Principal	PGT	TGT	PRT
Sanctioned by the UGC				
<i>Recruited</i>	02	39	16	34
<i>Yet to recruit</i>	00	20	04	03
Contractual	00	06	02	04

25. Qualifications of the teaching staff

Highest Qualification	Professors		Associate Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
<b>Permanent teachers</b>							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	20	06	33	09	60	25	153
M.Phil.	06	02	10	06	60	13	97
PG	22*	06	35	09	145	53	270
<b>Temporary teachers</b>							
Ph.D.	04	-	-	-	-	-	04
M.Phil.	-	-	-	-	-	-	-
PG	04	-	-	-	24	04	32
<b>Part-time teachers</b>							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-

\*including 3 Principals of Polytechnics



## 26. Emeritus, Adjunct and Visiting Professors

Number	Emeritus	Adjust	Visiting
-	-	-	<b>02</b>

## 27. Chairs instituted by the University

01, Maulana Abul Kalam Azad Chair

## 28. Students enrolled in the university departments during the current academic year, with the following details:

Students	UG		PG		M.Phil.		Ph.D.		Diploma / Cert.	
	M	F	M	F	M	F	M	F	M	F
From the state where the University is located	24	43	100	31	20	8	19	8	183	112
From other states of India	575	179	332	59	49	7	42	1	590	42
NRI Students	0	0	0	0	0	0	0	0	0	0
Foreign students	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>599</b>	<b>222</b>	<b>432</b>	<b>90</b>	<b>69</b>	<b>15</b>	<b>61</b>	<b>9</b>	<b>773</b>	<b>154</b>

## 29. 'Unit cost' of education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

- (a) including the salary component = Rs. ....  
 (b) excluding the salary component = Rs. ....

## 30. Academic Staff College

- Year of establishment March 2007
- Number of programs conducted (with duration) 2009-2014

Orientation Programs	18
Refresher Programs	45
Short Term/PDP programs	28
<b>Total</b>	<b>91</b>

## 31. Does the university offer Distance Education Programs (DEP)?

Yes  No

If yes, indicate the number of programs offered. 16

Are they recognized by the Distance Education Council? 2007-12

DEC erstwhile has given institutional recognition to offer programs through



distance mode which are approved by its statutory bodies.

2012-14, the following programs have been approved:

- M.A. Urdu
- M.A. English
- Diploma in Mass Communication & Journalism
- Diploma in Teach English
- Certificate in proficiency in Urdu through English
- Certificate in Functional English

**32. Does the university have a provision for external registration of students?**

Yes  No

If yes, how many students avail of this provision annually?  
University admitted external candidates for PhD programs.

**33. Is the university applying for Accreditation or Re-Assessment? If Accreditation, name the cycle.**

Accreditation : Cycle 1  Cycle 2  Cycle 3  Cycle 4   
Re-Assessment:

**Date of accreditation\* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)**

Cycle 1: 08.03.2009 (dd/mm/yyyy)

The University was awarded an A Grade with a CGPA of 3.23

Copy of the peer team report and certificate awarded are enclosed.

**34. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university.**

The University has constituent units in the form of six College of Teacher Education, three Polytechnics and three ITIs. The accreditation of all these units is done collectively with the University.

**35. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).**

Date of establishment of IQAC: 18.12.2009.

Dates of submission of Annual Quality Assurance Reports:

- (i) 09.06.2014
- (ii) 09.06.2014
- (iii) 09.06.2014
- (iv) 09.06.2014



37. Any other relevant data, the university would like to include (not exceeding one page).



## CRITERION I: CURRICULAR ASPECTS

### 1.1 Curriculum Design and Development

#### 1.1.1 How is the institutional vision and mission reflected in the academic programs of the university?

##### **The Vision and the Mission of the University:**

Maulana Azad National Urdu University was established in 1998 by an Act of the Parliament. The mandate of the University is to:

- Promote and develop the Urdu language
- Impart vocational and technical education in the Urdu Medium
- Provide focus on Women education

Based on this mandate, the vision of University is to provide access to quality education through Urdu as medium of instruction. The need to strike a balance between access and equity in order to ensure national stability, through a holistic approach, leading to an all-round growth of the nation, is thus the vision of MANUU.

The mission therefore, is to empower the socially, economically and linguistically disadvantaged sections of society so that they are brought into the mainstream, and thereby contribute to the socio-economic development of the nation. Propagation of Urdu language is the proclaimed mission of MANUU.

#### 1.1.2 Does the university follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Several methods are in force to ensure an effective curriculum development process. MANUU organizes workshops, encourages faculty to attend subject specific seminars / conferences, and gathers feedback from students, faculty, counsellors, study Center coordinators, Regional Directors and academicians from different universities, in order to continually update and improve the curriculum of its academic programs.

The Boards of Studies, the School Boards, the Academic Council and the Executive Council play a pivotal role in the Curriculum Development process.

The academic agenda pertaining to curriculum design, development or revision is first placed before the respective Boards of Studies which have at least two external members on it. After it is approved in the Boards of Studies, the matter is placed before the School Boards for consideration. The School Board also has at least two external members. If it is passed by the School



Board, the matter is placed before the Academic Council and finally the Executive Council approves all matters relating to curriculum.

Each Board of Studies ensures that the programs offered are relevant and need-based through consultations and discussions. This is done by seeking expert opinion, by eliciting the views of the faculty, by deliberation in the Boards of Studies etc. The availability of primary and secondary texts is the chief concern of the Boards of Studies in each Department. Before launching any course, material survey is done so that the problems that are faced by the students at the stage of preparation for exams etc., may be minimized. Issues like the employability factor, global demand and local needs are also taken into consideration in prescribing a feature in the curriculum and its amalgamation in the course content. Such pre-decision analysis of the needs and the relevance factors helps in maintaining a higher level of standard. The presence of external members on the Board, as well as on advisory / consultative committees, is in itself an indication of the desire for a broader perspective regarding relevance of the programs. For example, the introduction of the Science Graduate/Undergraduate Programs in 2013-14 was preceded by workshops held in 2011-12 specifically to determine the policy, design and structure of the various courses, in the light of the special feature of teaching Sciences through Urdu medium. Also Translation workshops are periodically organized by the University to equip the translators with the latest information in machine translation etc. The University has already geared itself for the next step of academic development by holding discussions and meetings for the introduction of the CBCS in the coming years. The blueprints are all ready and MANUU is on the brink of this highly progressive approach to higher education To ensure marketability of the courses and their relevance to industry or social life, care is taken to include representatives from the corporate field, NGOs and other organizations on the Boards of Studies.

### **1.1.3 How are the following aspects ensured through curriculum design and development?**

#### **▪ Employability**

The syllabus is designed in such a way that it not only is within the guidelines of UGC/AICTE/NCTE, but is also suitably job-oriented. Translation studies, interpretation skills, personality development, communication skills, soft skills, IT etc., are essential components of the different programs offered by MANUU.

Moreover, the Proficiency Course in English offered by the Department of English and the Fundamentals of Information Technology course offered by the Department of Computers and Information Technology as compulsory courses for all regular PG students, are attempts at ensuring employability. The computer courses offered by the Department of Management and Commerce run through all the semesters. These measures are adopted by the University in recognition of the fact that students who are on the lookout for career options should in no way be handicapped due to the medium of their



study when they stand abreast for comparison with their counterparts who come from institutions with English as the medium of instruction. A look at the placement records of MBA and MCJ alumni indicates that this foresight on part of the curriculum designers is already paying dividends.

### ■ Innovation

- ✓ Continuous evaluation is done through internal examinations; students get their evaluation for internal assessment in a three pronged approach: presentations, tests and tutorial assignments.
- ✓ Peer evaluation is also encouraged in many departments.
- ✓ Students are encouraged in participative learning through project planning and presentation through power point in class rooms;
- ✓ Use of e-learning resources is encouraged;
- ✓ Faculty encourages students to acquire field experience through Industrial visits and Educational Tours;
- ✓ Students are helped by faculty in pursuing their interests and pastimes. Students of various departments have put up exhibitions in sketching, photography and painting.
- ✓ Students are given space for putting up a Wall Magazine in the Central Library in three languages. This is a good vehicle to promote independent management and creativity among students;
- ✓ Co-curricular activities like *Bait Baazi*, Quiz, Elocution Competitions etc, are held. These programs are held every year during the Maulana Azad Week in November, during the Republic Day and Independence Day celebrations.
- ✓ Cultural evenings are organized by students in which they showcase their talents in music, dramatics, mimicry etc.

All these activities are seen as support activities which benefit the academic objectives of a university by enhancing the skills and potentials of the students.

### ■ Research

- ✓ The University Encourages and facilitates faculty members to undertake Research Projects with support from UGC and other funding agencies. List of the Major and Minor Research projects undertaken by faculty from 2009-2014 is as follows:

Sl.	Name of the Principal	Title of the Project	Date of Sanction	Amount Sanctioned
1.	Dr. Gulfishan Habeeb	Literature and Environment: An Eco-critical Approach	01.02.2009	5,01,200/-
2.	Dr. Aziz Bano	The Socio-Cultural Significance of Wali Dakni's Persian Poetry	01.02.2009	5,08,840/-
3.	Prof. Mohd. Zafaruddin	A Critical Study of contemporary Urdu Journalism with reference to Translation	01.02.2009	6,16,040/-





		and Terminologies		
4.	Dr. Abul Kalam	The Conceptualization of the Art & Craft of Translation in the context of Linguistic and Cultural Matrix of Urdu	01.02.2009	5,70,700/-
5.	Prof. S. M. Rahmatullah	The impact of the Constitution 74 <sup>th</sup> Amendment Act, 1992 on Urban Governance and Development of Cuddapah Town – A micro Study	01.05.2009	8,13,700/-
6.	Dr. P.H. Mohammed	Exclusion of Traditional Occupational Groups in Modernization – A Study into suicide death of Weavers in Andhra Pradesh with focus on Weavers in Sircilla	01.05.2009	4,71,200/-
7.	Dr. Saneem Fatima	A study of Performance Management Practices IT sector in Hyderabad	01.05.2009	6,88,700/-
8.	Prof. P. Fazul Rahman	Impact of academic Staff Colleges on Quality of Higher Education in India	01.05.2009	5,48,700/-
9.	Dr. Mushtaq Ahmed I Patel	Impact of Computer Assisted Instruction (CAI) on underachievers in Science at selected Urdu Medium Secondary Schools of Karnataka and Andhra Pradesh	01.05.2009	5,48,700/-
10.	Dr. Salma Ahmed Farooqui	The Growth of Hyderabad as an Urban Tourism Hub	01.05.2009	5,00,200/-
11.	Dr. Shahid Naukhez Azam	A critical analysis of Historio-Cultural and Sufistic Elements as reflected in the Persian works of Chandra Bhan Brahman	01.05.2009	6,37,000/-
12.	Dr. Mohd. Khalid Mubashir Uz Zafar	A Study of present scenario of machines translation (MT) and Computer assisted translation (CAT) in Urdu language: Challenges, difficulties and future prospects.	21.12.2009	7,43,300/-
13.	Dr. Shaik Abdul Thaha	A study of Poverty and Social Exclusion among Muslims in Andhra Pradesh	01.02.2010	4,62,200/-
14.	Prof. Fatima Begum	Farmers' Agony – An Environmental Issue – An evaluative study in context of	01.02.2009	1,00,000/-



		sustainable development		
15.	Dr. Farida Siddiqui	Shari'ah based Micro Finance – An Inclusive Approach for Excluded Muslims: A case of Hyderabad	31.03.2009	76,000/-
16.	Mr. A. Nageshwa Rao	Empowering the Excluded through Inclusion in Decentralized Governance: A study with special reference to scheduled castes	01.05.2009	1,17,000/-
17.	Dr. Dodda Seshu Babu	Hindi Aur Telugu Dalit Kahani Ki Asmitha	28.01.2010	1,05,000/-
18.	Dr. G.V. Ratnakar	Hindi Aur Telugu Ki Aarambhik Delit Katitha: Eak Padtal	28.01.2010	1,10,000/-
19.	Dr. Karan Singh Utwal	Hindi Aur Urdu Sahitya Ka Rangmanch (Swatantrrottar Hyderabad ke vishesh sandarbh mein)	28.01.2010	1,10,000/-
20.	Dr. Najmusaher	A study of dialect variations in Urdu and its effect on the Teaching & Learning of Urdu at School Level in the State of AP	16.01.2007	85,000/-
21.	Dr. Malik Rehan Ahmed	Modernity and Muslim Religious Elite: with special Reference to Juma Sermon	01.04.2008	44,000/-
22.	Dr. Tahseen Bilgrami	Impact of Cultural & Muslim Religious Institutions & their Role under Qutb Shahs (1518-1687)	01.02.2009	1,05,000/-
23.	Dr. K. M. Ziauddin	Scavengers and their Occupations: Perception and Perspectives of Social Exclusion in the District of Hyderabad	24.12.2008	1,05,000/-
24.	Dr. Waseem Begum, ARD, RC, Delhi	Feminine Sensibility in Urdu Poetry in Post-Independence Period	31.12.2008	3,23,200/-
25.	Dr. Abdul Raheem, Associate Professor CTE, Srinagar	Access and Equity in Terms of Enrolment, Retention and Employment: Role of Language Universities with reference to Mahatma Gandhi Antarrashtriya Nindi Vishwavidyalay and Maulana Azad National Urdu University	07.01.2010	4,43,700/-



26.	Dr. Talmeez Fatima Naqvi, Assoc. Prof., CTE, Bhopal*	A Comparative Study of the Effectiveness of Transmissional and Constructivist Approaches of Instruction for Inculcating Problem Solving Ability and Reflective Thinking	31.12.2009	58,000/-
27.	Dr. Syed Zahoor Geelani, Assoc. Prof., CTE, Srinagar	Sufism an Educational & Philosophical School of Thought (with special reference of great Kashmiri Sufi Sheikh Noor-ud-din alias Nund Resh	11.02.2011	4,33,400/-
28.	Dr. Mosarrat Jahan Asst. Prof. Dept. of Urdu	Origin and Growth of Urdu Research: An Exploratory Study	01.02.2009	1,35,000/-

- ✓ Encourages students to participate and present papers in Seminars/Workshops.
- ✓ Enables Faculty members to attend and present papers in National and International Seminars and Workshops.
- ✓ Encourages faculty members to pursue Ph.D. program, if not completed. In this connection the University is supportive in sanctioning Study Leave for teachers.

**1.1.4 To what extent does the university use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the university been instrumental in leading any curricular reform which has created a national impact?**

The syllabus is broadly designed on the guidelines framed by UGC/AICTE/NCTE. However, flexibility is adopted to suit specific needs of the Urdu speaking community. All Departments with the exception of Professional courses, follow the UGC guidelines in the framing of the syllabi. The Department of Management and Commerce follows the AICTE guidelines while the Department of Education and Training follows the NCTE guidelines. In the case of the ITI program, the NCVT guidelines are adopted.

**1.1.5 Does the university interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the university benefitted through interactions with the stakeholders?**

The University keeps up constant interactions with industry, research bodies and civil society. The department of Management organizes field trips for its students to ensure exposure to industry and corporate. The Department of Social Work, in collaboration with NGOs regularly conducts field work. The Department of Women Education and the Center for Social Exclusion and Inclusive Policy work extensively through interactions and outreach programs



to collaborate with stakeholders. The primary objective is to address societal problems and encourage resolution by providing practical solutions. This process empowers the university with relevant and current field information which is then used to design and restructure the curriculum making it relevant and contemporary. The Center for Social Exclusion and Inclusive Policy organised a National Seminar in which it was supported by SAFA a local NGO in collection of data, field studies and Case studies.

**1.1.6 Give details of how the university facilitates the introduction of new programs of studies in its affiliated colleges.**

MANUU is a non-affiliating University. It operates both in Regular mode with constituent colleges, satellite campuses; and Distance mode with network of regional centers, sub-regional centers located in different parts of the country. All the academic developments, new initiatives taken up by the headquarters at Hyderabad is communicated to all the constituent units of MANUU (like the Satellite Center, CTEs, Polytechnics , ITIs and Regional Centers).

**1.1.7 Does the university encourage its colleges to provide additional skill-oriented programs relevant to regional needs? Cite instances (not applicable for unitary universities).**

MANUU is essentially a unitary university. However, it does provide certain skill-oriented programs relevant to regional needs through the technical courses offered at its three ITI's and 3 Polytechnics located in as many states. Keeping in mind its primary objectives, the University also conducts diploma courses aimed at empowering the students by providing opportunities for enhancing their language skills.



## 1.2 Academic Flexibility

### 1.2.1 Furnish the inventory for the following:

#### Programs taught on campus

List of the Academic programs:

3 year programs in Languages, Social Sciences and Sciences (3-Years Degree Program (Leading to Post-Graduation))

Subjects offered in B.A. program

1. History
2. Political Science
3. Public Administration
4. Economics
5. Sociology
6. Islamic Studies
7. Urdu
8. English
9. Hindi
10. Arabic
11. Persian

Subjects offered in B.Sc.

1. Mathematics
2. Physics
3. Chemistry
4. Computer Science
5. Botany
6. Zoology

#### I. School of Languages, Linguistics and Indology

1. Department of Urdu

1. M.A.
2. M.Phil.
3. Ph.D.
4. P. G. Diploma in Functional Urdu
5. Diploma Course in *Tahseen-e-Ghazal*
6. Certificate Course in *Tahseen-e-Ghazal*
7. Certificate Course in *Amoozish-e-Urdu*
8. Certificate Course in *Urdu Khuskhati*



2. Department of English

1. M. A.
2. M.Phil.
3. Ph.D.

[Note: The Department of English offers Proficiency course in English for all Regular students of MANUU]

3. Department of Hindi

1. M. A.
2. M.Phil.
3. Ph.D.
4. PG Diploma in Functional Hindi

4. Department of Translation Studies

1. M. A.
2. M.Phil.
3. Ph.D.

5. Department of Arabic

1. M. A.
2. M.Phil.
3. Ph.D.
4. Diploma in Arabic Translation
5. Diploma in Arabic
6. Certificate of Proficiency in Arabic

6. Department of Persian

1. M. A.
2. M.Phil.
3. Ph.D.
4. Diploma in Persian

**II. School of Arts and Social Sciences**

1. Department of Women Education

1. M. A.
2. M.Phil.
3. Ph.D.



**2. Department of Public Administration**

1. M. A.
2. M.Phil.
3. Ph.D.

**3. Department of Political Science**

1. M. A.

**4. Department of Social Work**

1. Master of Social Work
2. Ph.D.

**5. Department of Islamic Studies**

1. M. A.

**III. School of Education and Training**

**1. Department of Education and Training**

1. Diploma in Education (D.Ed.)
2. Bachelor of Education (B.Ed.)\*
3. Master of Education (M.Ed.)\*\*
4. M. Phil.
5. Ph.D.

\* B.Ed is offered at Headquarters, Colleges of Teacher Education (CTE) at Srinagar, Darbhanga, Bhopal, Asansol, Aurangabad and Sambhal.

\*\* M.Ed is offered at Hyderabad and CTEs at Bhopal, Srinagar and Darbhanga. (Admission and Evaluation are centralized).

**IV. School of Commerce and Business Management**

**1. Department of Management & Commerce**

1. Master of Business Administration (M.B.A.)
2. Master of Commerce (M.Com.)
3. M. Phil.
4. Ph.D.

**V. School of Journalism and Mass Communication**

**1. Department of Mass Communication and Journalism**

1. M. A.
2. Ph.D.



## **VI. School of Sciences**

### **1. Dept. of Mathematics**

1. M.Sc

### **2. Dept. of Botany\***

### **3. Dept. of Zoology\***

### **4. Dept. of Chemistry\***

### **5. Dept. of Physics\***

\* Newly established departments offering courses at UG level, plans are in place to launch PG programs from academic session 2015-16.

### **6. Polytechnics (Bengaluru, Darbhanga & Hyderabad)**

1. Diploma in Civil Engineering
2. Diploma in Computer Engineering
3. Diploma in Electronic & Communication Engineering
4. Diploma in Information Technology

### **7. Industrial Training Institutes (Bengaluru, Darbhanga & Hyderabad)**

1. Draughtsman Civil
2. Electrician
3. Electronics Mechanic
4. Refrigeration and Air Condition Mechanic
5. Plumbing

- The School of Sciences also offers the following self financing para-medical courses:

1. Certificate in Medical Emergency Technician
2. Certificate in Dialysis Technician
3. Diploma in Medical Emergency Technician
4. Diploma in Dialysis Technician

## **VII. School of Computer Science and Information Technology**

### **1. Department of Computer Science and Information Technology**

1. Bachelor of Technology (B.Tech.)
2. Master of Technology (M.Tech.)
3. Master of Computer Applications (MCA)
4. Ph.D.

## **VIII. Center for Study of Social Exclusion and Inclusive Policy**

1. M.Phil.
2. Ph.D.





### \* Overseas programs offered on campus

The Department of Distance Education caters to overseas students and the university has established an examination Center at Jeddah, Kingdom of Saudi Arabia. A mini convocation was also organised at the Jeddah Center last year and it is intended to make this an annual event.

### \* Programs available for colleges to choose from

MANUU is a non-affiliating University. Almost every department offers a choice of optional subjects. In the DDE, there is open choice facility. A student is allowed to opt for any three subjects out of the spectrum of courses offered within the streams. In the Science stream, UG courses also provide a choice of two combinations.

In case of the different constituent units like ITIs (at Bengaluru, Darbhanga), Polytechnics (at Bengaluru, Darbhanga) the same programs as offered to students at main campus (Hyderabad) ITI and Polytechnic are made available. The Satellite Center at Lucknow offers only MA in English, Urdu and Persian. The MANUU College of Arts and Sciences for Women, Budgam shall offer courses from the academic session 2015-16:

Bachelor of Arts program with following subjects:

1. History
2. Political Science
3. Public Administration
4. Economics
5. Sociology
6. Islamic Studies
7. Urdu
8. English
9. Hindi
10. Kashmiri

### 1.2.2 Give details on the following provisions with reference to academic flexibility

#### a. Core / Elective options

Both options are provided. In the initial semesters, the students study the core courses. In later semesters they are offered electives. Departments have autonomy in this matter and determine optional course structures as passed and approved by Board of Studies and School Boards. The Department of Management and Commerce offers dual specialization in the electives: a major elective and a minor elective. The students of Education and Training have options based on methodology as per their specialization. They also study a language methodology as an elective option. The Regular and Distance modes offer open choice to students enrolled in the M.A. English



programs in their final year. At present the under graduate programs of the Regular stream also offer a choice for core and elective subjects.

### **b. Enrichment courses**

The programs run by the ASC, CPDUMT and CSSEIP are aimed at enriching the knowledge and learning process. Courses in Information Technology and Proficiency in English are essentially enrichment courses. Time to time various Departments and Centers arrange to invite organizations, field experts and senior researchers or authors to interact with students and faculty. These programs are essentially seen as beyond- the-classroom enrichment programs. Some of the eminent persons who visited the campus and delivered lectures, interacted with staff and students are as follows:

Gulzar	: Urdu Poetry and Cinema
JM Lyngdoh	: Student Elections
Ashok Sajanhar	: West-Asian Policies of India
William Dalrymple	: Syncretic civilization of the Deccan
Mahesh Bhatt	: Films and Society
Ratish Nanda	: Restoration of Qutub Shahi Tombs
Farida Raj	: Women Rights
Qaisra Sharaz	: New trends in Literature
Parween Talha	: Employment Opportunities
Flavia Agnes	: Women and Communal Violence
Subhashini Ali	: Women and Democracy
Mujtaba Hussain	: Satire in Urdu Literature
MJ Akbar	: Media and Democracy
Jeelani Bano	: Novels and Urdu
Shahryaar	: Lecture on Ghalib
Jatin Das	: Miniature paintings of Deccan
John Zubrzycki	: Biography and History of Nizams
Jandhayala Tilak	: Right to Education Act

### **c. Courses offered in modular form**

Courses offered in the modular form are B.Tech. and M.Tech. in Department of Computer Science and Information Technology.

### **d. Credit accumulation and transfer facility**

Modalities of implementation of the Credit accumulation and transfer system have been formulated and the process is proposed to be implemented from the next academic year.

### **e. Lateral and vertical mobility within and across programs, courses and disciplines**

Lateral entry across programs is permissible from Polytechnic to II year B.Tech program on condition of stipulated % of seats.



### **1.2.3 Does the university have an explicit policy and strategy for attracting international students?**

Yes. 15% of the seats are allocated to foreign nationals over and above the prescribed intake in all programs of the University. Relaxation in deadlines for completing admission is given to foreign students, on a case by case basis, if deemed essential for complying with visa and other requirements.

### **1.2.4 Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain the impediments.**

All programs of the university are open to international students. However as a majority of the courses offered by the university require a basic knowledge of Urdu which is the medium of instruction. As such the scope for enrolment of foreign students is limited. Foreign students are enrolled in the Department of English where the medium of instruction is English. Further, the DDE has overseas students enrolled in its programs. The exams of these overseas students are held in Jeddah and Riyadh (KSA). A few foreign nationals are also enrolled in the distance mode programs.

Dept of Arabic and Persian and the Centers like CSSEIP, Center for Deccan Studies and Maulana Abul Kalam Azad Chair are units where there is a scope for interest for students and scholars from outside India for collaborations. For example, the Center for Deccan Studies has entered into MoU with ASPS for a research cum travel grant wherein an international scholar will work with the center for six months every year on topics related to the Deccan. Maulana Abul Kalam Azad Chair has initiated efforts to invite scholars from abroad to work on collaborative research projects.

### **1.2.5 Does the university facilitate dual degree and twinning programs? If yes, give details.**

The University does not at present offer any twinning program as the CBCS and Credit Transfer System are yet on the avail. The concept of twinning can become applicable once the CBCS and CT Systems become implemented at the PG levels.

### **1.2.6 Does the university offer self-financing programs? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programs?**

The University offers the following self-financing programs:

1. Certificate course in Dialysis
2. Certificate course for Emergency Medical Technician
3. Diploma course in Dialysis
4. Diploma course for Emergency Medical Technician



The courses are conducted in collaboration with established hospitals. Like Medwin Institute of Medical Sciences (MIMS). The teaching faculty comprises basically of doctors and technicians who are employed by the collaborating institution. Therefore the salary of these teachers is looked after by the Medwin Institute. The University charges only for admission and 30% of the Tuition Fee.

**1.2.7 Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes,' give operational details.**

Students of Distance mode have the opportunity to benefit from conventional face-to-face interactions with faculty through contact programs. Additionally, special lectures on topics related to the syllabus are telecast for the benefit of students. For students enrolled in the part-time Ph.D. programs it is mandatory to attend classes on campus for course work.

The University does not provide flexibility of combining the conventional and the distance mode of education. The distance mode programs follow the annual system while the regular PG programs follow the semester system.

**1.2.8 Has the university adopted the Choice Based Credit System (CBCS)? If yes, for how many programs? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?**

The university has adopted CBCS system for its undergraduate programs and the same will be applied to all remaining programs from the next academic year.

**1.2.9 What percentage of programs offered by the university follow:**

- \* Annual system  
2.5% (only B.Ed. & D.Ed are annual programs)
- \* Semester system  
86.25% All other courses follow semester year
- \* Trimester system  
1.25% (only M.Phil in 3 semester duration)

Distance Program : 100% All programs are under Annual system

**1.2.10 How does the university promote inter- disciplinary programs? Name a few programs and comment on their outcome.**

The university encourages and promotes inter-disciplinary studies. The thrust area for research is on comparative studies and translation, women and



community studies which necessarily involve collaborative initiatives. The Center for Social Exclusion and Inclusive Policy, the departments of Urdu, English and Translation Studies are actively involved in promoting interdisciplinary exchange

At the level of Research, most Departments are now encouraging inter-disciplinary topics and it is not uncommon to include a teacher from another department as co-supervisor or a co-opted member of the committee at the time of proposal or the pre-submission

### 1.3 Curriculum Enrichment

#### 1.3.1 How often is the curriculum of the university reviewed and upgraded for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

The curriculum of programs offered by the university is reviewed at least once in two years. The existing courses are modified through restructuring of the syllabus, by introducing changes in the content, by the introduction of practical component, and audio-visual aids etc. Bibliographics and Reading lists given to students are continually updated. The 'Special Papers' offered to Research-Scholars are tailor-made to suit the topic/ area of research. It is imperative for faculty/ guides and senior scholars to design relevant, and appropriate courses which are viable in terms of current trends of research.

#### 1.3.2 During the last four years, how many new programs at UG and PG levels were introduced? Give details.

\* Inter-disciplinary

The University offers some of the programs which are interdisciplinary in nature such as MA in Women Studies, M.Phil and PhD programs in ACSSEIP.

\* programs in emerging areas

Nil.

#### 1.3.3 What are the strategies adopted for the revision of the existing programs? What percentage of courses underwent a syllabus revision?

Existing programs are revised based on various parameters. Every course in a teaching learning program is monitored periodically to ascertain emerging trends, continued relevance and employment demands.

The process followed for this constant upgrading of the syllabus is as follows:

- ✓ The Departments seek inputs from staff and students at consultative meetings.



- ✓ The BoS determines contemporary relevance of the curriculum and seeks information on employability, evaluating emerging trends in industry, etc.
- ✓ Approval of suggested changes is given after incorporating recommendations of renowned experts in respective subjects by the BoS and School Board. The approval of the Academic Council is taken before implementation. As the AC comprises of HoDs and faculty from all disciplines, this forum becomes the best discussion ground to streamline programs, remove redundancy and duplication.

#### **1.3.4 What are the value-added courses offered by the university and how does the university ensure that all students have access to them?**

Courses are offered in Communication Skills, Personality Development, Proficiency in English and IT. Special lectures are provided to supplement the core teaching programs. Student project works in the Departments of MCJ, Management and Commerce, Department of Women Education, Education and Training ensure career training and community orientation. As per the new UGC guidelines, RCCM provides career guidance and psychological counseling to the regular stream students. External experts address the students on subjects like Life Goal Planning, First Impression and Career Guidance. Guest lectures, industry-institute interaction etc. ensure that students have access to value addition opportunities.

The MBA program offers internet marketing as a course. M.A. in Women Studies program offers courses in Health, Crèche Management, Law, Media etc which promote community orientation. The Center for Women Studies is actively involved in offering career training and promoting community development. The Department of English includes a compulsory paper on Maulana Azad Studies as part of its PG program. Numerous programs for the propagation of Urdu language are offered which include Ghazal Appreciation. Courses like Functional Urdu and Functional Hindi contribute immensely towards value addition to the basic qualifications of students. Fundamentals of Information & Technology (FIT), CS&IT, and other courses are instrumental in furthering the aspect of value addition. Courses offered by individual departments are in most cases mandatory for students of that department. Courses like Proficiency in English and FIT are compulsory for all students of the university. Departments feel it their responsibility to introduce the component of value-added courses as a part of their curriculum.

#### **1.3.5 Has the university introduced any higher order skill development programs in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?**

The following courses are offered as part of the higher order skill development programs:

1. PG Diploma in Functional Hindi



2. Trades in Industrial Training Institutes
3. Diploma in Education
4. Diploma in Arabic Translation
5. Diploma in Arabic
6. Diploma in Persian
7. Diploma in *Tahseen-e-Ghazal*
8. Diploma in Functional Urdu
9. Certificate of *Tahseen-e-Ghazal*
10. Certificate of *Amoozish-e-Urdu*
11. Certificate of Urdu *Khushkhati*
12. Certificate of Proficiency in Arabic

## 1.4 Feedback System

### 1.4.1 Does the university have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

The university obtains inputs from students regarding the curriculum, course content, evaluation of the teaching process and teachers through a feedback form which seeks grading on a three point scale. The information generated is analysed and used to bring about improvements in the programs. The HoDs and Deans of Schools periodically appraise their colleagues in confidence about any specific feedback on nodes of teaching, quality of course content etc. Strict confidentiality about student identity is maintained.

### 1.4.2 Does the university elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc., and its impact.

The university elicits feedback by inviting national and international experts at its Board of Studies, School Board and Academic Council meetings where curriculum changes, revision and updating is structured and formalized. university has also appointed consultants with expertise in different areas to recommend and guide in its policies for curriculum development. The Academic Staff College organizes workshops and refresher courses where resource persons are invited to share their views with the participating faculty. The Center for Promotion and Development of Urdu Medium Teachers organizes seminars and workshops in various parts of the country for enhancement of teaching skills. Pre-program workshops to prepare the course designs are a common exercise at MANUU. Academic experts help in designing courses. Revision for running courses is done regularly and external members. Comments are implemented after discussions across the table or through e-mails.

### 1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of.





MANUU is a non-affiliating university. However constituent colleges, satellite campuses and regional centers are treated on par and as such are part of all curriculum enrichment programs. Often, the feedback from satellite Center and Polytechnics, ITIs or RCs (in DDE programs) becomes a rich source of information. The local considerations in these distantly situated units of MANUU often impinge upon the programs' access and acceptance due to constraints like resource crunch, shortage of materials, lack of expertise in special areas etc. Such feedback leads to some adjustments in course contents and design.

#### **1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring the effective development of the curriculum?**

The measures undertaken to ensure quality sustenance and quality enhancement include the following features:

- ✓ Comparative study of the syllabus vis-a-vis other universities is undertaken to ensure that MANUU is abreast of the national level of Higher Education.
- ✓ Inputs from external examiners are valued.
- ✓ BoS and School Boards invite prior suggestions and recommendations from members. All faculty are members of departmental bodies. A democratic forum is created for discussion. Where need arises, sub committees are formed to examine issues carefully.
- ✓ Student and supervisor work in tandem to devise special papers in accordance with the research themes as part of the course work for M.Phil. and Ph.D. programs.
- ✓ Student feedback on courses and quality of the support reading material is taken into consideration.





## CRITERION II: TEACHING-LEARNING AND EVALUATION

### 2.1 Student Enrolment and Profile

#### 2.1.1 How does the university ensure publicity and transparency in the admission process?

Given the uniqueness of the university as a university with Urdu as medium of instruction, there is an elaborate system of publicity for reaching the catchment student population. The university publishes its Prospectus every year in both Urdu and English languages. The prospectus is made available on the university website with elaborate details and easily accessible features. During the period of announcement for admission applications and the last dates of the submission of applications, there are regular advertisements and columns in national and regional Urdu dailies through the university public relations department. The university has also established full-fledged Information Center for providing information details telephonically and in person. The prospectus and admissions details are also made available to aspirants through the wide network of the university via its regional Centers, satellite campuses and study Centers. Individual departments of studies also take initiatives for wider dissemination of admission information on respective courses at their disposal and the details of facilities and support services for the students. During the period of admission process there is a spurt of news items, columns and talks in both the print and visual media on the courses and facilities available at MANUU. The Heads of the departments of studies also network with a cross section of universities and academic associations sharing the details of admission process through leaflets/pamphlets and e-forums. Recent years have also seen the use of social media for queries on admission process and dissemination of admission information. There has been witnessed a proactive involvement of students, students' union and alumni's in the admission information publicity.

The admission process is highly transparent with clearly outlined calendar for different stages of the admission process including the dates of the declaration of merit and wait lists and dates of counseling and admission strictly in order of merit. The university has clearly defined policy for different variety of courses and related admission criteria and the same is clearly published in the university prospectus. The offices of the Controller of Examinations, Dean of Schools and Head of the Departments of studies work in unison to ensure smooth and transparent admission process. The university also has in place an apex high powered committee called CAMRC (Central Admission, Monitoring and Review Committee) to ensure utmost fairness in admission process, adherence to university policy and government rules like that of reservation, and the quick redressal of grievances relating to the admission process. All information relating to the different stages of the process of admission are uploaded on the university website.



**2.1.2 Explain in detail the process of admission put in place by the university. List the criteria for admission:**

**(e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the university (please specify).**

The admission criteria at the university vary in respect to the courses at different levels (undergraduate, postgraduate and research) as also the nature of different courses and demand for the courses. In consequence, the university undertakes admissions based on i. Merit, ii. Merit and Interview, iii. Entrance, and iv. Entrance and Interview. In all research programs (M.Phil. & Ph.D.), admissions are given on the basis of entrance and interview. In most of the professional and technical courses admissions are based on entrance tests and these entrance tests are conducted at different Centers across the country for easy access and reach of the aspirants. The details of admission criteria for the courses offered by the university are tabulated below.

S. No.	Program of Study	Eligibility	Mode of admission
<b>I.</b>	<b>Undergraduate Programs in School of Languages, Linguistics &amp; Indology; and School of Arts &amp; Social Sciences w.e.f. 2013-2014</b>		
	<b>Group: I</b> 1. History 2. Political Science 3. Public Administration 4. Economics, 5. Sociology 6. Islamic Studies  <b>Group: II</b> 1. Urdu , 2. English 3. Hindi, 4. Arabic 5. Persian	10+2 or Equivalent from recognized Board / Institution	Merit
<b>II.</b>	<b>Undergraduate Programs in School of Sciences w.e.f. 2013-2014</b>		
	<b>Core Subjects:</b> 1. Mathematics 2. Physics 3. Chemistry 4. Botany 5. Zoology 6. Computer Science	10+2 or Equivalent from recognized board/institution. Candidates should have studied respective subject (s) at +2.  For choosing Computer Sciences subjects, candidates should have studied Mathematics in qualifying examination.	Merit



S. No.	Program of Study	Eligibility	Mode of admission
<b>III.</b>	<b>Post Graduate programs in School of Languages, Linguistics and Indology</b>		
	<b>Basic qualification:</b> 45% marks in aggregate in Bachelor's Degree or equivalent from recognized Institution/University for all PG Programs. *M.A. in Urdu, English and Persian are also offered in Lucknow Campus .		
i.	M.A. Urdu*	Urdu as a main or optional subject or as language at Degree or equivalent level	Merit
ii.	M.A. English*	45% marks in English. <i>Preference:</i> a) English literature in qualifying degree program + knowledge of Urdu, b). English as optional in qualifying degree program + Knowledge of Urdu, c). English studied as language in qualifying degree program + knowledge of Urdu	Merit
iii.	M.A. Hindi	Hindi as a language or optional Subject in Degree or Equivalent with 45% marks in the subject	Merit
iv.	M.A. Translation Studies	English and Urdu must have studied at 10 <sup>th</sup> or 12 <sup>th</sup> or Degree or equivalent level or certificate in Urdu from recognized institution	Merit
v.	M.A. Arabic	Arabic as main or second language in Degree/equivalent, those with Arabic as main language will be preferred.	Merit
vi.	M.A. Persian*	Persian as main or second language or Degree with Urdu or Arabic as Languages and studied Persian at any level	Merit
<b>IV.</b>	<b>Post Graduate programs in School of Arts &amp; Social Sciences</b>		
i.	M. A. (Women Studies)	40% marks in any Bachelor's degree / equivalent.	Merit
ii.	M. A. (Public Administration)	40% marks in any Bachelor's degree / equivalent. Preference will be given to the candidates with Public Administration and Political Sciences subjects in Degree	Merit
iii.	M. A. (Political Science)	40% marks in any Bachelor's degree / equivalent. Preference will be given to the candidates	Merit



S. No.	Program of Study	Eligibility	Mode of admission
		with Public Administration and Political Sciences subjects in Degree	
iv.	Master of Social Work (MSW)	45% marks in any Bachelor's degree /equivalent. The selection process will be based on the combined Merit of marks in qualifying examination and Interview. The weightage of qualifying marks and interview shall be in the ratio of 75:25. The Interview shall be of 25 Marks. Candidates must secure at least 40% marks in the Interview to qualify for admission.	Merit & Interview
v.	M. A. (Islamic Studies)	Bachelor's degree / equivalent degree with at least 45% marks in aggregate with Islamic Studies / Theology or Urdu / Arabic / Persian as subsidiary or second language.	Merit
<b>V.</b>	<b>Academic programs of the School of Education &amp; Training</b>		
i.	Diploma in Education (D.Ed) at Dept. of Education & Training, University Campus, Hyderabad, AP	The Candidates with not less than 50% marks in Senior Secondary School / Intermediate /10+2 (except Vocational Programs). The candidate should have studied Urdu at 10 <sup>th</sup> or 10+2 level.	ET
ii.	B.Ed. at Dept. of Education & Training, University Campus, Hyderabad, AP	The Candidates with not less than 50% marks in B.A/B.Sc./B.Sc. (Home Science)/B.Com. from any recognized University  The candidate should have studied Urdu at 10 <sup>th</sup> or 10+2 or at Graduation level.	ET
iii.	B.Ed. at MANUU College of Teacher Education, Srinagar, J& K	<u>List of Methodologies and percentage of seats</u>	
iv.	B.Ed. at MANUU College of Teacher Education, Darbhanga, Bihar	a). Sciences and Mathematics (35%) b). Social Studies (35%) c). Languages (30%)	



S. No.	Program of Study	Eligibility	Mode of admission
v.	B.Ed. at MANUU College of Teacher Education, Bhopal, MP		
vi.	B.Ed. at MANUU College of Teacher Education, Asansol, West Bengal		
vii.	B.Ed. at MANUU College of Teacher Education, Sambhal, UP		
viii.	B.Ed. at MANUU College of Teacher Education, Aurangabad, Maharastra		
ix.	M.Ed.at Dept. of Education & Training, University Campus, Hyderabad, AP	<ul style="list-style-type: none"> <li>- Candidates with not less than 55% marks in B.Ed. from a recognized University.</li> <li>- Candidate Should have studied Urdu at 10<sup>th</sup> or 10+2 or at Graduation level.</li> <li>- For candidates who pursued B.Ed. program from MANUU, the University may consider age relaxation.</li> </ul>	ET
x.	M.Ed.at MANUU College of Teacher Education, Srinagar, J& K		
xi.	M.Ed.at MANUU College of Teacher Education, Darbhanga, Bihar		
xii.	M.Ed.at MANUU College of Teacher Education, Bhopal, MP		
<b>VI.</b>	<b>Post Graduate Programs in School of Commerce and Business Management</b>		
i.	Master of Business	45% marks in any Bachelor's degree / equivalent degree.	ET



S. No.	Program of Study	Eligibility	Mode of admission
	Administration (MBA)		
ii.	Master of Commerce (M.Com)	45% marks in B.Com. / B.B.A. / B.B.M. / B.M.S.	ET
<b>VI.</b>	<b>Post Graduate Program in School of Journalism and Mass Communication</b>		
i.	M. A. (Mass Communication and Journalism)	45% in Bachelor's Degree /equivalent degree.	ET
<b>VII.</b>	<b>Post Graduate Program in School of Sciences</b>		
i.	M.Sc. (Mathematics)	45% marks in B.Sc (Hons) in Mathematics / B.Sc with Mathematics as one of the optional subjects	Merit
<b>VIII.</b>	<b>Academic Programs in School of Computer Science &amp; Information Technology</b>		
i.	B. Tech. - M.Tech. (Computer Science & Engineering) - (Integrated Program) with exit option	10+2 with Physics, Chemistry and Mathematics or Physics, Chemistry, Mathematics and Biology subjects with 45% marks in aggregate	ET
ii.	Master of Computer Applications (MCA) with option to exit with PGDIT after 1 Yr. /M.Sc after 2 Yrs.	Bachelor's Degree with 45% marks in aggregate and Mathematics as one of the subjects at 10+2 or graduate level.	ET
iii.	B. Tech - M. Tech. (Computer Science & Engineering) - (Integrated Program with exit option) lateral entry in 2 <sup>nd</sup> year of B. Tech for Polytechnic diploma holders	Polytechnic with CSE / IT / ECE / Electrical Eng. Disciplines with at least 45% marks in aggregate.	Merit
<b>IX.</b>	<b>Research Programs in the University</b>		
1.	<b>School of Languages, Linguistics and Indology</b>		
i.	M.Phil. (Urdu)	55% marks in respective Post	ET &



S. No.	Program of Study	Eligibility	Mode of admission
ii.	Ph.D. (Urdu)	Graduate Program and additional eligibility criteria prescribed at para 21 (i, ii) of the general guidelines.  In case of M.Phil. and Ph.D. in English preference shall be given to those candidates who have studied Urdu.	Interview
iii.	M.Phil. (English)		
iv.	Ph.D. (English)		
v.	M.Phil.(Hindi)		
vi.	Ph.D (Hindi)		
vii.	M.Phil. (Arabic)		
viii.	Ph.D. (Arabic)		
ix.	M.Phil.(Persian)		
x.	Ph.D. (Persian)		
xi.	M.Phil. (Translation Studies)		
xii.	Ph.D. (Translation Studies)	Post-Graduation in concerned subject with 55% marks and additional eligibility criteria prescribed at para 21 (ii) of the general guidelines. Candidates who do not possess a M.A. Degree in Translation Studies or M.Phil.. Translation Studies should fulfill any one of the following conditions: 1. Publication of at least 5 articles, translated from English to Urdu in reputed Urdu Journals and Magazines. 2. Minimum 3 years' experience as an English-Urdu Translator in any Government or Semi-Government organization or in any reputed media organization, 3. Published at least one book of minimum 100 pages, translated from English to Urdu.	ET & Interview
<b>2. School of Arts and Social Sciences</b>			
i.	M.Phil. (Women Studies)	55% marks in MA in Women Studies or Social Sciences / Languages and additional eligibility criteria prescribed at para 21 (i, ii) of the general guidelines	ET & Interview
ii.	Ph.D. (Women Studies)		
iii.	M.Phil. (Public Administration)	55% marks in MA Public Administration or in allied subjects and additional eligibility	ET & Interview
iv.	Ph.D. (Public		



S. No.	Program of Study	Eligibility	Mode of admission
	Administration)	criteria prescribed at para 21 (i, ii) of the general guidelines.	
v.	Ph.D. (Social Work)	55% marks in MSW and additional eligibility criteria prescribed at para 21 (ii) of the general guidelines	ET & Interview
<b>3.</b>	<b>School of Education &amp; Training</b>		
i.	M. Phil. (Education)	Candidates should have a M.Ed. Degree from a recognized University with not less than 55% marks and the essential qualifications as prescribed at para 21 (i, ii) of the general guidelines	ET & Interview
ii.	Ph.D. (Education)		
<b>4.</b>	<b>School of Commerce and Business Management</b>		
i.	M. Phil (Management)	MBA / equivalent degree with 55% marks and additional eligibility criteria prescribed at para 21 (i, ii) of the general guidelines	ET & Interview
ii.	Ph.D. (Management)		
<b>5.</b>	<b>School of Journalism and Mass Communication</b>		
i.	Ph.D. (Mass Communication and Journalism)	55% marks in Post-Graduation in MCJ and additional eligibility criteria prescribed at para 21 (ii) of general guidelines	ET & Interview
<b>6.</b>	<b>School of Computer Science &amp; Information Technology</b>		
i.	Ph.D. (Computer Science)	Post-Graduation in Computer Science / Computer Applications / Information Technology / Technology in relevant subject or any PG related to computer science with 55% marks and criteria's prescribed at para 21 (ii) of general guidelines	ET & Interview
<b>7.</b>	<b>Center for Study of Social Exclusion and Inclusive Policy</b>		
i.	M. Phil. (Social Exclusion and Inclusive Policy)	Post-Graduation in Social Sciences / Law / Gender Studies / Human Rights / Development Studies / Child Rights / Cultural Studies / SEIP / Dalit or Minority Studies / Discrimination Studies / Governance Studies / Liberal Studies / Human Studies/ International Studies / Comparative Religion Studies /	ET & Interview
ii.	Ph.D. (Social Exclusion and Inclusive Policy)		





S. No.	Program of Study	Eligibility	Mode of admission
		Rural or Urban Studies as one of the subjects with 55% marks and essential qualification as prescribed at para 21 (i, ii) of general guidelines	
<b>X.</b>	<b>University Polytechnics</b>		
<b>1</b>	<b>MANUU Polytechnic, Hyderabad, AP</b>		
i.	Diploma in Civil Engineering	10 <sup>th</sup> Class / SSC pass or equivalent Board exam with 35% marks with knowledge of Urdu	ET
ii.	Diploma in Computer Science Engineering		
iii.	Diploma in Electronics & Communication Engineering		
iv.	Diploma in Information Technology		
<b>2</b>	<b>MANUU Polytechnic, Bengaluru, Karnataka</b>		
i.	Diploma in Civil Engineering	10 <sup>th</sup> Class / SSC pass or equivalent Board exam with 35% marks with knowledge of Urdu	ET
ii.	Diploma in Computer Science Engineering		
iii.	Diploma in Electronics & Communication Engineering		
<b>3</b>	<b>MANUU Polytechnic, Darbhanga, Bihar</b>		
i.	Diploma in Civil Engineering	10 <sup>th</sup> Class / SSC pass or equivalent Board exam with 35% marks with knowledge of Urdu	ET
ii.	Diploma in Computer Science Engineering		
iii.	Diploma in Electronics & Communication Engineering		
<b>XI.</b>	<b>Part-time / parallel programs of School of Languages, Linguistics and Indology</b>		
i.	Certificate Course - <i>Tahseen-e-Ghazal</i>	10+2 or equivalent, with knowledge of Urdu / English / Hindi	Merit



S. No.	Program of Study	Eligibility	Mode of admission
ii.	Certificate Course - Urdu Khuskhati	10+2 or equivalent, knowledge of written Urdu	Merit
iii.	Certificate course in Amuzeesh-e-Urdu	10+2 or equivalent, with knowledge of Urdu / English / Hindi	Merit
iv.	Diploma Course -Tahseen-e-Ghazal	10+2 or equivalent, with knowledge of Urdu / English / Hindi	Merit
v.	Post Graduate Diploma in Functional Urdu	Any graduate from recognized University with 45% marks in aggregate. Studied Urdu at 10/12/Graduation level.	Merit
vi.	PG Diploma in Functional Hindi	Bachelor's degree or equivalent from recognized University / Institution, Hindi as one of the language with 45% marks	Merit
vii.	Certificate of Proficiency in Arabic	10+2 or equivalent or Alim/Fazil degrees from recognized institutions, with knowledge of written and spoken Urdu	Merit
viii.	Diploma in Arabic	10+2 or equivalent, or Alim/Fazil degrees from recognized institutions with knowledge of Arabic	Merit
ix.	Diploma in Arabic Translation	10+2 or equivalent or Alim/Fazil degrees from recognized institutions, with knowledge of Arabic and English	Merit

### 2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

Not Applicable.

### 2.1.4 Does the university have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

The university has an established system of revisiting its admission process and revising it based on experiences of the preceding year. Accordingly, the Prospectus of each calendar year is developed after due consultation and feedback from the departments. The departments regularly review the admission process based on their admission experiences, feedback from students and faculty consultation. The departments convene their respective Boards of Studies for any revision in their admission criteria which is finally approved by respective School Boards and the Academic Council. The



Prospectus of each calendar year is also approved by the special meeting of the Academic Council. In consequence, admission criteria in many courses have been changed from merit based to entrance test. The university has also increased the number of Eligibility Test Centers to facilitate the students from far-off places which has positively impacted the admission enrolment and diversity of students coming to MANUU.

### **2.1.5 What are the strategies adopted to increase / improve access for students belonging to the following categories:**

**SC/ST; OBC; Women; Persons with varied disabilities; Economically weaker sections; Outstanding achievers in sports & other extracurricular activities;**

The university follows Government of India and University Grants Commission guidelines for reservation of seats in admissions to all the academic programs. The category wise reservations are SCs (15%); STs (7.5%); OBCs (27%); Persons with varied disabilities (3%); Kashmiri Migrants (1%); NCC/NSS/Sports & Games/Ex-servicemen (1%). The university allows age relaxation of 3 years for women candidates, 5 years in case of SC/STs, 3 years in case of OBCs and 10 years for Persons with varied disabilities. SC/STs and Persons with varied disabilities are exempted from paying admission fee for entrance test as per the GoI rules, however they need to pay application cost. For SC/STs candidates, as per the Government of India norms, relaxation of 5% is provided in both entrance and qualifying marks. However, candidates failing in the qualifying examination are not eligible. For Kashmiri migrants there is a relaxation of 10% in cut-off percentage subject to minimum eligibility requirement.

The university also adopts policy of reservation in the allocation of hostels. The university has a special mandate to focus on women. Further, conscious of the fact that a sizable majority of students coming to MANUU are from economically weaker sections of the society, the fee structure of the academic programs in the university is quite reasonable. The university also provides financial support of Rs. 1000 per month to all post-graduate students who secure a minimum of 75% and above monthly attendance. The mechanism so designed has not only helped students financially but the eligibility condition of attendance has contributed in developing a culture of high regularity amongst the students. The university provides health insurance facility to students and has collaborated with the premier health facilities in the city for taking caring of emergency and chronic illness of students. There is also University Health Center for providing OPD services to the students. The university also has a provision of part-time counselor. The Indoor Sports facilities and development of sport stadium has contributed in increased participation of students in sports and physical fitness activities.



### 2.1.6 Number of students admitted in university departments in the last four academic years:

Categories	Year-1 2009-10		Year-2 2010-11		Year-3 2011-12		Year-4 2012-13		Year-5 2013-14		Year-6 2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
SC	26	4	80	9	41	9	23	5	8	5	20	3
ST	24	0	41	4	13	3	34	6	18	1	29	3
OBC	334	41	421	180	235	123	409	59	506	66	820	166
PWD	11	0	11	2	0	0	5	0	0	0	21	7
Gen.	876	300	847	323	1172	402	1325	270	1038	249	992	346
Total	1271	345	1400	518	1461	537	1796	340	1570	321	1882	525
	1616		1918		1998		2136		1891		2407	

### 2.1.7 Has the university conducted any analysis of demand ratio for the various programs of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Programs	No. of Applications	No. of Students admitted	Demand Ratio 2014-15
UG	3197	914	3.50
PG	804	522	1.53
M.Phil.	304	84	3.58
Ph.D.	250	70	3.57
Certificate	90	61	1.48
Diploma	2022	737	2.73
PG Diploma	19	19	1.00
Any other ITI	205	110	1.83

### 2.1.8 Were any programs discontinued/staggered by the university in the last four years? If yes, please specify the reasons.

No, during the last four years, the university did not discontinue any program of study.

## 2.2 Catering to Student Diversity

### 2.2.1 Does the university organize orientation / induction program for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

The orientation/induction programs are organized for the freshers as a regular feature by the department of studies. The nature, nomenclature and duration of orientation/induction programs vary from department to department. For example in some of the courses it is organised for a week, somewhere for





university has a well developed Academic Staff College which conducts specialized trainings and workshops for the research scholars. The departments also conducts seminars/workshop and thematic Training of Trainers for advancing knowledge, skill and attitude of the students. The university library subscribes to reputed research journals covering all subjects. The university provides e-learning facilities through access to e-resources. The whole university campus has WiFi accessibility with a high connectivity and speed for better access to teaching, research and learning materials.

## **2.3 Teaching-Learning Process**

### **2.3.1 How does the university plan and organise the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)?**

The university notifies its academic calendar every year. Each year the academic calendar is published as an integral part of the prospectus. The academic calendar notifies the dates for the commencement of classes, last working days, commencement of end-semester examinations, vacations and reopening of the university. In the light of academic calendar, the departments further develop their own calendar of activities for the smooth teaching learning process. This includes the schedule for curricular, co-curricular and extra-curricular activities. Over the years, the university has developed an effective system of examinations, evaluations and declaration of results. For each semester-end examination, the results are declared before the commencement of next session/semester.

### **2.3.2 Does the university provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?**

The university has a de-centralized system, at the level of departments, for developing and structuring their course curriculums and modules which are duly approved by the university statutory bodies like School Board and the Academic Council. Each of the courses and papers has well defined and structured course contents including the objectives and expected outcomes of the individual papers, but this structure varies across a wide variety of courses taught at MANUU. As mentioned above each department develops its own detailed calendar of activities in line with academic calendar of the university. Further, in teaching of courses, the autonomy lies with the faculty members in the structuring and operationalization of their teaching activities. The outlines and timelines of respective courses and individual papers are governed by the system of internal assessment which is quite transparent and involves participation of students.

### **2.3.3 Does the university face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.**

The university has a well-planned academic calendar for each year and



accordingly the individual departments and faculty members plan their teaching so as to complete the courses within the stipulated time-frame. Till date, the university has not come across any unwarranted situation whereby the courses are not completed on time and as such the academic calendar has not been revised for these reasons. In cases of new programs, which are initiated at later dates, the academic calendar is re-scheduled.

#### **2.3.4 How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.**

The departments and faculty members adopt a variety of innovative practices so as to make teaching student-centric and a motivating experience. This is more so given the nature of students of MANUU; and accordingly the focus is on both teaching and training of students for overall development. Some of the innovative teaching-learning practices are:

- ✓ Lectures supported with handouts/power point presentations
- ✓ Visual narratives through documentary film screenings, video clips etc.
- ✓ Group Discussions
- ✓ Use of participatory techniques
- ✓ Students' Seminars
- ✓ Observing important days and organizing academic fests
- ✓ Regular feedback and mentoring
- ✓ Beyond-the-teaching-schedule supportive instructions to students
- ✓ Remedial classes
- ✓ Tutorials
- ✓ Skill Lab sessions

#### **2.3.5 What is the university's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?**

The university has an elaborate system of inviting experts and people of eminence for wider exposure of the students. First, each department is provided with an approved budget for extension lectures whereby subject experts are invited for theme-based lectures. Most of these sessions are highly interactive in nature. These lectures are organized as public lectures and accordingly participation by students and faculty alike from other departments/schools is encouraged. Second, the university has specialized Centers of training and research whereby the extension lectures have high periodicity. Third, the university organizes public lectures by reputed scholars who can motivate and instill passion for learning among students. In the extension lectures by eminent dignitaries chaired by the vice-chancellor, space is provided for interaction by the students. It could rather be said that the university is developing a progressive culture of interactive teaching and learning.

Apart from the above, the university also has a week-long series of events on





the occasion of Azad Day (birth anniversary of Maulana Abul Kalam Azad). During this week, a series of extension lectures and the presence of dignitaries add value to the academic culture of the university. This is also the time when students get an avenue for participation and skill enrichment.

### **2.3.6 Does the university formally encourage blended learning by using e-learning resources?**

The students are encouraged for intensive use of e-learning facilities in the university in terms of wider access to research portals and e-journals via the university server. Further the whole university campus is Wi-Fi enabled and each student is provided with the password for access to quality e-networks.

### **2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?**

Given the updated technology of internet access via WiFi in the university, there is an increasing trend among the faculty members for use of e-materials as also dissemination of study material to students and colleagues. The use of visual narratives in the form of video clips and documentary films are initiatives in the same direction.

### **2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the university's educational processes?**

In the university there exists an active MANUU Open Source Users Group (MOSUG), comprising of faculty and students, which works towards using and developing Open source software in their research and in education. They enthusiastically train students to use LINUX, OCTAVE, GNU PLOT, LATEX etc. The university library takes initiatives on the recommendation of the departments for enhancing access of students and faculty members to wider e-learning avenues including open educational resource community. A few open source communities are in place in MANUU.

### **2.3.9 What steps has the university taken to orient traditional classrooms into 24x7 learning places?**

The University has made the campus at headquarters Wi-Fi enabled which facilitates 24X7 learning through access to library, e-resources (e-journal, e-books) and open educational resources etc. The University is a part of National Knowledge network.

### **2.3.10 Is there a provision for the services of counselors/mentors/advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.**





The university has appointed a part-time counselor for addressing the counseling needs of the students. Further the university has constituted a Steering Group (with the Proctor as Nodal Officer) for keeping track of the emerging counseling needs of students and facilitates easy access by students. In consequence, the university counselor has approached all the departments, and university hostels motivating the students to come out with their problems and avail the facilities offered by the university. Further the individual departments have their own mechanisms in the form of mentors/advisors. The departments have constituted students' advisory committees consisting of students' representatives and faculty member as Students' Advisor.

**2.3.11 Were any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?**

A variety of innovative teaching practices are in use by the faculty members including that of tutorials, students' seminars, participatory learning and use of ICT. The innovative and participatory teaching learning process has increased the regularity and performance of the learners. First hand assessment is done by the concerned faculty members and issues come out from blind feedback of students. The departments also convene their consultative departmental meetings to review the performance of students. As such there is no defined mechanism in place for due recognition to faculty members for innovation in teaching practices.

**2.3.12 How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners?**

The teaching learning environment in the university coupled with co-curricular and extra-curricular activities has contributed in nurturing creativity and scientific temper among the learners. As mentioned in 2.3.5, the talks by experts, extension lectures and academic fests that are organized at multiple levels in the university have impacted the students' aptitude and participation as evidenced by the nature of their interactions and attendance in these events.

**2.3.13 Does the university consider student projects mandatory in the learning program? If yes, for how many programs have they been (percentage of total) made mandatory?**

- \* **Number of projects executed within the university**
- \* **Names of external institutions associated with the university for student project work**
- \* **Role of faculty in facilitating such projects**

A number of departments have made project work/dissertation a compulsory requirement in their course curriculum. For example the students in programs



like MA (Women Studies), MBA, MCA, MCJ, and MSW have project work/dissertation as compulsory component. Further the project work/dissertation is undertaken in collaboration with industries, non-governmental organizations and civil society organizations depending on the nature of course. Groups of students are placed under the direct supervision of faculty members. The faculty members guide, support, supervise and evaluate the performance which is added to the overall credits/marks obtained by the students.

**2.3.14 Does the university have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?**

The university has well qualified faculty members who meet the requirements of the curriculum. Recently, the university has convened series of selection committees to address the manpower needs of the departments. Further, in case of faculty requirement on urgent basis/short fall of staff in the course of the academic session, the university administration permits the appointment of guest faculty after due process of local selection committees.

**2.3.15 How are the faculty enabled to prepare computer-aided teaching/ learning materials? What are the facilities available in the university for such efforts?**

Faculty members across disciplines are well versed in computer techniques and they make frequent use of computer-aided teaching-learning material. The frequency of computer-aided teaching learning and use of ICT varies depending on the nature of courses. Further, all faculty members are provided with computers and related accessories and the campus is Wi-Fi enabled which makes class rooms internet ready for usage. Many of classrooms have the facility of LCD projectors and a few centers also have smart classrooms.

**2.3.16 Does the university have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?**

The feedback from students on the quality of teaching and performance of faculty members is obtained via blind feedback forms provided by the university to the departments. The individual departments keep track of the teaching-learning process through regular interactions with students by the heads of the departments and senior teachers. These initiatives help in improving their retention, regularity and performance parameters.

## **2.4 Teacher Quality**

**2.4.1 How does the university plan and manage its human resources to meet the changing requirements of the curriculum?**



The departments revise their curriculum regularly to keep pace with changing times. The faculty members are an integral part of any changes in curriculum and accordingly, they attend to the need of updating the knowledge about the course design and curriculum development. The faculty members are allowed and encouraged to undertake Orientation and Refresher courses to update their knowledge and skills. The University has a national facility for faculty development and training in the form of UGC Academic Staff College which conducts regularly thematic and skill enrichment workshops for faculty members across the country including the MANUU faculty.

#### 2.4.2 Furnish details of the faculty

Highest Qualification	Professors		Associate Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
<b>Permanent teachers</b>							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	20	06	33	09	60	25	153
M.Phil.	06	02	10	06	60	13	97
PG	22*	06	35	09	145	53	270
<b>Temporary teachers</b>							
Ph.D.	04	-	-	-	-	-	04
M.Phil.	-	-	-	-	-	-	-
PG	04	-	-	-	24	04	32
<b>Part-time teachers</b>							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-

\*including 3 Principals of Polytechnics

#### 2.4.3 Does the university encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Department /School	% of faculty from the same university	% of faculty from other universities within the state	% of faculty from universities outside the state	% of faculty from other countries
<b>I. School of Languages, Linguistics &amp; Indology</b>				
1. Department of Urdu	-	16	84	-
2. Department of English	-	56	44	-
3. Department of Hindi	-	25	75	-
4. Department of Translation Studies	-	33	67	-
5. Department of Arabic	-	-	100	-
6. Department of Persian	-	40	60	-



<b>II. School of Arts &amp; Social sciences</b>				
1. Department of Women Education	-	25	75	-
2. Depart. of Public Administration	-	67	33	-
3. Department of Social Work	-	-	100	-
4. Department of Islamic Studies	-	-	100	-
5. Department of Political Science	-	-	100	-
6. Department of Sociology	-	-	100	-
7. Department of History	-	-	100	-
8. Department of Economics	-	-	100	-
<b>III. School of Education &amp; Training</b>				
1. Department of Education & Training	-	60	40	-
2. CTE, Srinagar	-	78	22	-
3. CTE, Darbhanga	-	60	40	-
4. CTE, Bhopal	-	22	78	-
5. CTE, Asansol	-	-	100	-
6. CTE, Aurangabad	-	33	77	-
7. CTE, Sambhal	-	57	43	-
<b>IV. School of Commerce &amp; Business Management</b>				
1. Dept. of Management & Commerce	-	70	30	-
<b>V. School of Journalism &amp; Mass Communication</b>				
1. Dept. of Mass Comm.& Journalism	-	20	80	-
<b>VI. School of Sciences</b>				
1. Department of Mathematics	-	50	50	-
2. Department of Botany	-	50	50	-
3. Department of Zoology	-	50	50	-
4. Department of Physics	-	50	50	-
5. Department of Chemistry	-	-	100	-
6. Polytechnic, Hyderabad	-	94	6	-
7. Polytechnic, Begaluru	-	56	44	-
8. Polytechnic, Darbhanga	-	45	55	-
<b>VII. School of Computer Science &amp; Information Technology</b>				
1. Department of Computer Science & Information Technology	-	50	50	-
VII. Center for Study of Social Exclusion and Inclusive Policy (CSSEIP)	-	80	20	-
VII. Center for Professional Development of Urdu Medium Teachers (CPDUMT)	-	100	-	-
VIII. H.K. Sherwani Center for Deccan Studies	-	67	33	-
IX. Maulana Abul Kalam Azad Chair	-	100	-	-

**2.4.4 How does the university ensure that qualified faculty are appointed for new programs/emerging areas of study (Bio-technology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programs during the last four years?**



The University has an established policy for recruitment of faculty members through proper advertisement and general selection committee as prescribed in university ordinances. The university is quite particular in having maximum strength of panelists for selection committees. The list of faculty members appointed during last four years is tabulated below.

Department /School	Faculty members recruited during last four years (2009-2013)			
	Assistant Professor	Associate Professor	Professor	Total
<b>I. School of Languages, Linguistics &amp; Indology</b>				
1. Dept. of Urdu	-	-	-	-
2. Dept. of English	03	01	01	05
3. Dept. of Hindi	01	-	01	02
4. Dept. of Translation Studies	-	-	-	-
5. Dept. of Arabic	01	-	01	02
6. Dept. of Persian	01	-	01	02
<b>II. School of Arts &amp; Social sciences</b>				
2. Dept. of Public Administration	-	01	-	01
3. Dept. of Social Work	02	01	-	03
4. Dept. of Islamic Studies	-	01	-	01
5. Dept. of Political Science	-	-	02	02
6. Dept. of Sociology	-	-	02	02
7. Dept. of History	-	-	03	03
8. Dept. of Economics	01	-	02	03
<b>III. School of Education &amp; Training</b>				
1. Dept. of Education & Training	07	02	02	11
2. CTE, Srinagar	02	01	-	03
3. CTE, Darbhanga	05	01	01	07
4. CTE, Bhopal	05	01	-	06
5. CTE, Asansol	03	-	-	03
6. CTE, Aurangabad	05	01	-	06
7. CTE, Sambhal	01	-	-	01
<b>IV. School of Commerce &amp; Business Management</b>				
1. Dept. of Management & Commerce	03	01	-	04
<b>V. School of Journalism &amp; Mass Communication</b>				
1. Dept. of Mass Communication & Journalism	01	01	-	02
<b>VI. School of Sciences</b>				
1. Dept. of Mathematics	01	-	01	02
2. Dept. of Botany	-	01	01	02
3. Dept. of Zoology	01	-	01	02
4. Dept. of Physics	-	01	01	02
5. Dept. of Chemistry	-	-	01	01
6. Polytechnic, Hyderabad	07	-	01	08
7. Polytechnic, Bengaluru	04	-	01	05
8. Polytechnic, Darbhanga	02	-	01	03
<b>VII. School of Computer Science &amp; Information Technology</b>				



1. Dept. of Computer Science & Information Technology	01	01	09	11
VIII. Center for Study of Social Exclusion and Inclusive Policy (CSSEIP)	01	-	-	01
IX. H.K Sherwani Center for Deccan Studies	01	-	02	03
X. Maulana Abul Kalam Azad Chair	01	-	-	01

#### **2.4.5 How many Emeritus/Adjunct Faculty/Visiting Professors are on the rolls of the university?**

There is no Emeritus/Adjunct Faculty/Visiting Professors on the rolls of the university. However, the university has a duly approved system of finding and searching the Senior Professors of high repute and expertise and recruiting them on tenure based usually for a period of one year. These appointments of the scholars of eminence have contributed in putting the system of teaching and learning in place especially in new departments. A few centers have a mandate approved by appropriate authorities of having floating positions in their respective units. H.K. Sherwani Center for Deccan Studies selected a research fellow Dr. Karen Ruffle, Asst. Professor, Dept. of Religious Studies, University of Toronto. She will be based at the center for six months for her research on Deccan.

#### **2.4.6 What policies/systems are in place to academically recharge and rejuvenate teachers (e.g. providing research grants, study leave, nomination to national/international conferences/ seminars, in-service training, organizing national/international conferences etc.)?**

The university has established policy for proving study leave for young faculty members for completing their doctoral research work. The faculty members are encouraged to approach funding agencies for grants for the organization of seminars/conferences. In support the university provides the supplement grants to the tune of one to two lakhs. Over the years the departments and individual faculty have organized a number of conferences/seminars in collaboration and funding support from UGC, ICSSR and other professional bodies. The faculty members are also encouraged to propose/attend national/international conferences and the university provides support in terms of traveling grants and duty leave subject to fulfillment of conditions like quality of research work and status of inviting institutions. The university has in place a committee for finalizing the Minor Research Projects proposed by the faculty members.

#### **2.4.7 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?**



#### 2.4.8 How many faculty underwent staff development programs during the last four years (add any other program if necessary)?

Academic Staff Development Programs	Number of faculty
Refresher courses	75
HRD programs	03
Orientation programs	65
Staff training conducted by the University	15
Staff training conducted by other institutions	11
Summer/Winter schools, workshops, etc.,	05

#### 2.4.9 What percentage of the faculty have been (in the past four years)

Sl.	Parameters	No. of faculty members	%
1.	Invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies	23	23.3
2.	Participated in external Workshops / Seminars / Conferences recognized by national / international professional bodies	50	48.54
3.	Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies	58	56.3
4.	Teaching experience in other universities / national institutions and other institutions?	20	21
5.	Industrial engagement	5	5
6.	International experience in teaching	-	-

#### 2.4.10 How often does the university organize academic development programs (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

The university has a very clear policy with reference to curriculum development. The de-centralized process of curriculum planning and development at the level of departments, contributes to the continuous training of the faculty members. The intensive deliberations that take place during the process of curriculum development are of great help and value to the young faculty members for shaping their teaching learning abilities and approaches. Further the departments of studies also have in-house consultations for reviewing and enriching their teaching-learning process.





With reference to examination reforms, the office of the controller of examinations and the university level committee for examinations keep revise the examination process. The details are widely shared with the faculty members, and accordingly they are kept updated of developments in examination and assessment patterns. Further the faculty members are encouraged to participate in skill workshops and trainings for enriching teaching learning process.

#### **2.4.11 Does the university have a mechanism to encourage**

##### **✓ Mobility of faculty between universities for teaching?**

The university provides extraordinary leave (EOL) to faculty desirous of moving to other institutions on vertical and horizontal positions.

##### **✓ Faculty exchange programs with national and international bodies? If yes, how have these schemes helped in enriching the quality of the faculty?**

A few centers/Departments do have collaboration with national and international bodies for faculty/scholars exchange. The HK Sherwani Center for Deccan Studies has selected a research fellow from University of Toronto for six months research project. This kind of exchange programs enrich the scope of the university's out-reach and provide a platform for knowledge sharing and information sharing for students and staff.

### **2.5 Evaluation Process and Reforms**

#### **2.5.1 How does the university ensure that all the stakeholders are aware of the evaluation processes that are in place?**

The details of policies and changes in the process of examination and evaluation are well notified and placed on the university website. The departments of the studies facilitate in the dissemination of such information among the students. Over the years, the office of the controller has been fully developed and taken many initiatives for making the process of evaluation transparent and accountable. There are notified guidelines in place and implementation of the same is ensured.

#### **2.5.2 What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.**

In consequence to the examination reforms initiated by the university over the years there is a strict time-bound system for the conduct of examination and entrance tests as also the process of appointment of examiners and the timelines for the declaration of semester end exam results, rechecking and





reevaluation of scripts. The detailed rules, guidelines and formats are available at the university website for easy access by students.

**2.5.3 What is the average time taken by the university for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode / media adopted by the university for the publication of examination results e.g. website, SMS, email, etc.).**

The semester end exam results are declared within one month of examination and as a norm the semester end results are declared before the commencement of the new semesters. The results are placed on the university website and also on the notice boards of the respective departments. The departments of studies forward the results to students via emails, SMS and University website. The university also holds convocations regularly.

**2.5.4 How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?**

The university ensures both transparency and accountability in the evaluation process. The results are declared in a time bound manner and placed on the university website. The students can also approach the university for rechecking of their scripts or re-evaluation of the same if they so desire. There is an established system of rechecking and reevaluation and detailed guidelines are available on the university website. The university has also put in place detailed guidelines for access to information under the Right to Information Act.

The university has established high standards of confidentiality in the appointment of examiners and evaluation of scripts. Each department of studies has to submit the panel of examiners duly approved by their respective BOS to Academic Council. The panel of examiners is updated from time to time. It is from the list of panel of examiners that the respective department of studies is required to submit a panel of four examiners (two internal and two external) for each paper. It is from this list that the examiners are finally appointed by the vice-chancellor and confidentially intimated regarding their selection. In some of the courses and programs of study there is a system of double evaluation.

**2.5.5 Does the university have an integrated examination platform for the following processes?**

**Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.**

The time-tables for the examination are centrally developed and published by the office of the controller of the examinations for each course and program. The controller's office also announces the dates for the submission of



examination forms and notifies the process of collection of application forms. Examinee data sheet is prepared by the departments of studies and submitted to the controller's office. The controller's office, after due verification, issues admit cards through the concerned department of studies. The process of the conduct of exams is decentralised at the level of the department of studies whereby the heads of the departments are appointed as additional superintendents for the smooth and fair conduct of examinations.

### **Examination process – Examination material management, logistics, etc.**

The conduct of the examination is de-centralized at the level of departments of studies but the support system including logistics and remuneration etc are taken care of by the office of the controller of examination.

### **Post-examination process – Attendance capture, OMR-based exam result, auto processing, generic result processing, certification, etc.**

The university uses OMR based evaluation, generic result processing, attendance capture in the form of D-form and data processing for the speedy evaluation and results.

#### **2.5.6 Has the university introduced any reforms in its Ph.D. evaluation process?**

The university has recently revised the regulations for MPhil and Ph.D. vide the 22<sup>nd</sup> Meeting of the Academic Council (Item 22.19) dated 23<sup>rd</sup> January 2014 and Notification No. MANUU/Acd/F.67/2013-14/8388 dated 27<sup>th</sup> February 2014. Copy of the regulations is placed at appendix.

#### **2.5.7 Has the university created any provision for including the name of the college in the degree certificate?**

Not applicable.

#### **2.5.8. What is the mechanism for redressal of grievances with reference to examinations?**

The aggrieved students also approach the university in person for rechecking of scripts or re-evaluation of the same. For this, there is an established system and detail guidelines are available on the university website. The university has also put in place detailed guidelines for access of information under the Right to Information Act.

#### **2.5.9 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.**

The university has in place effective office of the controller of examinations headed by a senior professor of the university along with administrative staff



and facilities. The office of the controller of examinations has proactively initiated many reforms in the system of examination and evaluation. A significant achievement is the development of elaborate rules and regulations for the smooth conduct of exams and evaluation. To address the grievance of students proactively detailed guidelines are published on the university website.

## **2.6. Student Performance and Learning Outcomes**

### **2.6.1 Has the university articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?**

**Need to be discussed.**

### **2.6.2 Does the university have clearly stated learning outcomes for its academic programs? If yes, give details on how the students and staff are made aware of these?**

Departments have autonomy in working-on and developing course curriculums with specific learning objectives and outcomes. The departments develop their courses and learning objectives in view of the overall mandate of the university, Urdu as medium of instruction. Each year, the university prospectus is published containing specific details of all departments including the vision, mission and expected learning outcomes for the prospective learners. Further, some departments also provide learning objective/expected learning/expected outcome with reference to each theory paper which is of much help to the faculty as well as learners.

### **2.6.3 How are the university's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?**

The university's teaching, learning and assessment strategies are structured in view of the larger mandate of the university. Autonomy at the level of the departments has helped in developing the course curriculum in tune with the mandate of the university and the specific nature of students enrolling at MANUU. This coupled with a transparent and accountable system of examination and evaluation has helped in improving outcomes.

### **2.6.4 How does the university collect and analyze data on student learning outcomes and use it to overcome the barriers to learning?**

The university collects information regarding learning out-comes of students on each program by tabulating the results of the internal assessment as well as end-semester examination a norm referenced manner. This information helps to identify the good learners and poor learners. The University also gathers information from various departments through the analysis of feedback forms.

### **2.6.5 What are the new technologies deployed by the university in**



**enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges?**

The fully Wi-Fi enabled campus and well-equipped computer labs have facilitated the students in having wider access to knowledge gateways. Keeping in view that Urdu is the medium of instruction and the background of aspirants entering to MANUU, the university has made teaching of Fundamentals in Information Technology a compulsory paper for all PG programs. This primes their interest and boosts their confidence in the use of ICTs.

The departments of studies are engaged in making class room teaching more ICT enabled and encourage the routine sharing of study material via e-mail. The office of the controller of examination is consistently working at making extensive use of available technologies for ensuring a more transparent and effective evaluation system. The university has also experimented with the process of online system of admission along with traditional mode.



## CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

### Promotion of Research

3.1.1 Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

The Maulana Azad National Urdu University is known for its dedicated efforts in achieving excellence in teaching and research. Although the university does not have any specific Research Committee, it has constituted a committee of Deans and Heads for the evaluation and approval of the minor research projects of the faculty members. More recently, the university has created an honorary post of Dean (Academics) and it is likely to add momentum to the process of research and academic development.

3.1.2 What is the policy of the university to promote research in its affiliated / constituent colleges?

The University plays a pro-active role in encouraging its teachers in its Colleges of Teacher Education and Polytechnics to engage in research. TO DISCUSS- Supervisorship, Study leave, encourages to write projects, special casual leave for workshop seminars conferences and provides travel grants.

3.1.3 What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/ projects?

- \* advancing funds for sanctioned projects
- \* providing seed money
- \* simplification of procedures related to sanctions / purchases to be made by the investigators
- \* autonomy to the principal investigator/coordinator for utilizing overhead charges
- \* timely release of grants
- \* timely auditing
- \* submission of utilization certificate to the funding authorities

The research projects are undertaken by the faculty members individually, collectively and collaboratively. The research projects operationalize in view of the guidelines of the donor/funding agencies. As a matter of policy, the activities of research projects from selection of research personnel to the monitoring and evaluation of the progress of the research projects are done by the duly constituted committees for each research project. These committees also ensure easy sanctions of advances, and purchase of required materials/equipments for research. The university finance section maintains and monitors the budgets and expenditures of the research projects as per the norms and also facilitate in the timely submission of utilization certificates.

3.1.4 How is interdisciplinary research promoted?

- \* between/among different departments /schools of the university and
- \* collaboration with national/international institutes / industries.

As mentioned above, the research projects are undertaken by the faculty members individually, collectively and collaboratively. Further there are



specialised Centers in the university which undertake research such as the Center for the Study of Social Exclusion and Inclusive Policy; and H.K. Sherwani Center for Deccan Studies. The Center for the Study of Social Exclusion and Inclusive Policy has faculty members from different disciplines and the Centers has undertaken many research projects which are of interdisciplinary nature. The H.K. Sherwani Center for Deccan Studies has entered into an international collaboration with the Association for the Study of Persianate Societies (ASPS) for a Travel cum Research Grant wherein an international scholar selected by a Standing cum Selection Committee will be attached to the Center for a 6 month period and engage in research on the Deccan.

3.1.5 Give details of workshops/training programs/sensitization programs conducted by the university to promote a research culture on campus. The UGC Academic Staff College of the university keeps conducting research workshops for the faculty members. With a view to strengthen research and research supervision of the young faculty members, it has also organized professional development workshops for the research supervisors of the university. Further, the individual departments of studies also conduct research workshops for their faculty and research scholars. [LIST?](#)

3.1.6 How does the university facilitate researchers of eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the university?

The research specialised Centers like the Center for the Study of Social Exclusion and Inclusive Policy have provisions of inviting researchers of eminence as visiting professors/adjunct professors for a week or fortnight for giving impetus to the research activities of the Center. Further the university has recruited very senior professors and scholars from established universities/research Centers so as to build up the teaching and research environment in the new departments that are continuously coming up. A select list of 10 scholars/researchers of eminence from whom university benefited is as follows:

S. No.	Scholar / Researcher of Eminence	Specialization	Host Center	Duration
1	Prof. Sitaramayya Malladi	Differential Geometry and Several Complex Variables, Lie Groups and Lie Algebras, Dynamical Systems, Analysis, Geometry and Algebra	Emeritus Professor at University of Hyderabad	Sep 2012 - April 2013
2	Prof N Ch	Fluid	NIT Warangal	Sep 2012



	Pattabhi Ramacharyulu	Dynamics		
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3.1.7 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.

The University supports and promotes research culture. The University uses the unassigned grants and the allocation under a common head consisting of equipment, research, teaching aids, contingency etc to provide assistance to Research programs. As and when needed grants are provided out of Development Grants or Vice Chancellor’s Discretionary Funds.

Under the following budget heads, the university supports and promotes research culture in the university. On an average it amounts to 00% of the total budget of the university.

S. No.	Heads of Expenditure	2009-10	2010-11	2011-12	2012-13	2013-14
1	Minor Research Projects					
2	Seminars / Workshops					
3	Guest Lecturers / Extension Lectures					
4						
5						
6						
7						
8						
9						
10						
	% of Total Budget on Research					

3.1.8 In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.

Not applicable. MANUU is not an affiliating university

3.1.9 Does the university encourage research by awarding Post Doctoral Fellowships/Research Associateships? If yes, provide details like number of students registered, funding by the university and other sources.

The facility of Research Associates is available with the specialized Centers of the university. Yes. The Center for Social Exclusion and Inclusive Policy and the Maulana Azad Chair have this facility where there are two Research Associates each to assist in the research activities undertaken by the Centers.

3.1.10 What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?

There are a few faculty members who have availed this facility of taking sabbatical leaves for pursuit of higher research in premier institutions within



the country such as in the Center for Social Exclusion and Inclusive Policy. ??? Sabbatical leave or study leave???

S.No.	Faculty who availed Sabbatical	Work output	Institutions Visited
1			
2			
3			
4			

3.1.11 Provide details of national and international conferences organized by the university highlighting the names of eminent scientists/scholars who participated in these events.

S. No.	Name of Conference	Donors/collaborating agencies	Eminent scholars participated
1.	International Conference: Fifth Biennial Convention for the association for the Study of Persianate Societies (ASPS) 4 <sup>th</sup> -8 <sup>th</sup> January 2012	MANUU, ASPS, Indian Council for Cultural Relations (ICCR), Iran heritage Foundation, Roshan Foundation for Persian Studies, USA.	Eighty international scholars from reputed universities in Afghanistan, Canada, England, France, Germany, Iran, Kuwait, Pakistan, Russia, Tajikistan, Armenia, Georgia, USA.
2.	International Seminar on 'Islamic Art & Culture' held on 30 <sup>st</sup> Dec. 2011 to 1 <sup>st</sup> Jan. 2012.	Institute of Objective Studies, (IOS), New Delhi and Muslim Educational, Social and Cultural Organization (MESCO), Hyderabad along with MANUU were joint hosts of the event.	200 delegates
3.	The University hosted the Hyderabad Literary Festival (HLF) from 18th to 20th January 2013.		
4.	The Directorate of Distance Education organized an International Conference and 18th Annual Session of Indian Distance Education Association (IDEA) during 5th-7th April, 2013 on "Disseminating Learning, Diminishing Borders - ODL in the 21st Century".		
5.	The Department of Persian organized an International		





	Conference on “Science and Technology: Impact on Development and Justice” on 7th and 8th February 2012 in collaboration with the Consulate General of Iran, Hyderabad and the United Iranian Students Islamic Association.		
6.	The CSSEIP organized a three-day international conference on, “Status of Muslim Women in Indian Sub-Continent” from 6th to 8th March, 2013.		
7.	The Dept. of Mass Communication & Journalism and K. A. Abbas Centenary Celebrations Committee, New Delhi jointly organized a two day centenary celebration of K.A. Abbas on “K.A. Abbas: The Legend, The Legacy” on 26 <sup>th</sup> & 27 <sup>th</sup> March 2014.		

### 3.2 Resource Mobilization for Research

3.2.1 What are the financial provisions made in the university budget for supporting students’ research projects?

Most departments have a strong research orientation with research scholars undertaking small research projects. The individual departments of studies have the provision of dissertation/projects as a part of the curriculum requirement and accordingly the faculty members provide the supervisions and mentorship to these students. The M.Phil and Ph.D. students who do not have other fellowships are provided the university scholarship as per the norms prescribed by the UGC. The Earn while you Learn Scheme also facilitates students’ research. Further research scholars are provided railway concession facility for field work.

3.2.2 Has the university taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

No patents have been filed as yet as the science departments have started only from last year.

3.2.3 Provide the following details of ongoing research projects of faculty:

	Year wise	Number Name of the project	Name of the funding agency	Total grant received
A. University awarded projects				
Minor projects				



Major projects				
B. Other agencies-national & International (specify)				
Minor projects				
Major projects				

Does the university have any projects sponsored by the industry / corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

No

How many departments of the university have been recognized for their research activities by national / international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

Not yet

List details of

Research projects completed and grants received during the last four years (funded by National/International agencies).

Inter-institutional collaborative projects and grants received

All India collaboration

International

Research projects completed in last four years	Year wise	Total grant received	Funding Agency	Collaborations (National/International)

### 3.3 Research Facilities

3.3.1 What efforts have been made by the university to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

Research infrastructure in a university undergoes a constant process of renewal and upgradation to serve current needs. This is especially applicable in science and humanities departments where necessary facilities are created. The major initiatives for undertaking research activities and building research culture are taken at levels of the departments of studies and Centers. The university is gearing up to develop research policy guidelines and also the



research laboratories in the campus.

The General Library, the Library of the Academic Staff College, the departmental libraries, the libraries under the Remedial Coaching Center for Minorities, Net Coaching Center and Center for Entry into Service etc. cater to the research facilities of the faculty and students on the campus.

The internet connectivity in all the departments, in the library and in the Computer Center ensures e-resources for all students and faculty. The facility of Inter library loaning of books is also provided to the students. Further, with the headquarters of Urdu University situated at Hyderabad, there is no dearth of research facilities in the city with a number of libraries and research Centers.

3.3.2 Does the university have an Information Resource Center to cater to the needs of researchers? If yes, provide details of the facility.

The academic section of the university works in unison with the research Centers and departments of studies to address the needs of research scholars and facilitates in the research process. Recently, the university has created the honorary post of Dean (Academics) to add momentum to the research culture in the university.

3.3.3 Does the university have a University Science Instrumentation Center (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?

No

3.3.4 Does the university provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?

The university has adequate residential facilities for the research scholars and researchers. The whole campus is made Wi-Max enabled and the students are provided with the id and password so as to use the university server. The university has e-subscriptions to many research journals of repute that have proved to be of much help to the researchers.

3.3.5 Does the university have a specialized research Center/ workstation on-campus and off-campus to address the special challenges of research programs?

No

3.3.6 Does the university have Centers of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

No

### 3.4 Research Publications and Awards

3.4.1 Does the university publish any research journal(s)? If yes, indicate



the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

The few departments of studies and Centers publish the research journals. For example, the Department of English publishes a journal titled MAJELL. Likewise the Center for the Study of Social Exclusion and Inclusive Policies publishes a journal titled ‘.....’. The University of Cambridge has procured one dozen copies of the research work ‘A Cartographic Profile of the Deccan’ done by the H.K.Sherwani Center for Deccan Studies.

3.4.2 Give details of publications by the faculty:

- \* Number of papers published in peer reviewed journals (national / international)
- \* Monographs
- \* Chapters in Books
- \* Books edited
- \* Books with ISBN with details of publishers
- \* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, etc.)
- \* Citation Index – range / average
- \* SNIP
- \* SJR
- \* Impact Factor – range / average \* h-index

The details of the faculty publications across the Schools/Departments of studies and Center are as follows:

S.No.	Publications	Year wise Number of Publications					Total
		2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	
	Monographs	10		12	13	14	
	Book Chapters						
	Edited Books						
	Books						
	Listing in International Database						
	Web Science						
	Scopus						
	EBSCO host						
	Citation Index range / average						
	SNIP						
	SJR						
	Impact Factor-range / average						
	Upto 1.0						
	1.1 - 2.0						
	2.1 - 5.0						



	Above 5.0						
	h-index						

3.4.3 Give details of

\* faculty serving on the editorial boards of national and international journals

\* faculty serving as members of steering committees of international conferences recognized by reputed organizations / societies

S.No.	Faculty in Editorial Board	Name of the Journal	National / International
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
S.No.	Faculty in Steering Committee	Name of the Conference	National / International organizations / societies
1			
2			
3			
4			
5			

3.4.4 Provide details of

\* research awards received by the faculty and students

**Prof.Salma Ahmed Farooqui:**

- Awarded the SUSI-Fulbright scholar fellowship in 2010 to attend a summer institute hosted by the Department of Religious Studies at the University of California, Santa Barbara USA from June-August 2010
- Awarded the Fulbright-Nehru International Education Administrators Seminar sponsored by the U.S. Department of State and administered by the Council for International Exchange of Scholars, a division of the Institute of International Education, in cooperation with the United States-India Educational Foundation from October 18th–November 3rd 2013.

\* national and international recognition received by the faculty from reputed professional bodies and agencies

S.No.	Faculty / Students receiving	Name of Award	National / International
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	Awards		Professional Bodies
1			
2			
3			
4			
5			

3.4.5 Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years. Does the university participate in Shodhganga by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access?

S.No.	Publications	Year wise Award of MPhil & PhD					Total	Average per faculty
1	M.Phil.	2009 - 10	2010 - 11	2011 - 12	2012 - 13	2013 - 14		
2	Ph.D.							

Yes, the university does participate in Shodhganga by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access.

- What is the official policy of the university to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

The university has a strict policy against malpractices and plagiarism in research. The issue has been discussed in the meetings of Departmental Research Committees and Academic Council. As of now, no such case of plagiarism has been reported.

- Does the university promote interdisciplinary research? If yes, how many interdepartmental / interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavours?

Not Yet

- Has the university instituted any research awards? If yes, list the awards.

No

- What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?

As such no

### 3.5 Consultancy

3.5.1 What is the official policy of the university for structured consultancy? List a few important consultancies undertaken by the university during the



last four years.

The PG programs of study started only in 2004 or later. In spite of this, the University has provided consultancy services in the areas of higher education, quality assurance, films, translation, course writing for distance education programs etc.

3.5.2 Does the university have a university-industry cell? If yes, what is its scope and range of activities?

No

3.5.3 What is the mode of publicizing the expertise of the university for consultancy services? Which are the departments from whom consultancy has been sought?

The university's research Centers and departments of studies provide details of the faculty expertise on the university website for wider publicity and for the benefit of prospective consultancy. Further individual faculty members through their research publications, writings and professional collaboration with NGOs, CBO, and industries are creating spaces for the future consultancy work.

3.5.4 How does the university utilize the expertise of its faculty with regard to consultancy services?

Not yet

3.5.5 List the broad areas of consultancy services provided by the university and the revenue generated during the last four years.

Not

yet



#### d. Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the university sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programs which have created an impact on students' campus experience during the last four years.

The Maulana Azad National Urdu University with Urdu as its medium of instruction has a specific mandate and a very specific target group of students. The faculty members at the university quite conscious of its unique nature and are accordingly devoted to the university and students. The students are particularly sensitized through multi-layered activities focused on their mentoring and capacity building. The departments of studies have specific programs like orientations/induction/extension lectures for the sensitization and capacity building of the students for extension activities and ISR.

The University ISR is clearly reflected in a manner that it has started Urdu medium schools and colleges up to X and XII std for the benefit of Urdu knowing poorer sections. The week long Azad Day Celebration each year is a great marker of extension activities and ISR of the university whereby an opportunity is provided for the students from school level to university level to show case their talent and benefit from the multitude of activities including exhibitions/Tek fests and extension lectures.

3.6.2 How does the university promote university-neighbourhood network and student engagement, contributing to the holistic development of students and sustained community development?

The Department of Education and Training has an evaluative program wherein students participate in community development. The programs run by the Center for Women Studies involve the students and encourage their contribution to the development of the community.

The university has an established National Service Scheme (NSS) cell where the students work in the neighbourhood slum clusters. Their work has contributed in the profiling of these communities and contributing in increasing enrolment in the schools. The work in these communities especially in the areas of health, sanitation, education and community development has contributed in the changed understanding and sensitivity among the students. The some of the departments of the studies like Department of Social Work has collaborated with a number of NGOs/CBOs for the concurrent field of their students and in consequence not only the students and faculty members have benefited from these experiences but they have also contributed in the sustainable community development initiatives in these areas.

3.6.3 How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programs?

Yes, There is a NSS cell in the university which is conducting many value added activities with a team of program officers and program coordinators.





Under the aegis of the NSS Cell, MANUU there is a continuous engagement of faculty and students in regular and special activities. Further faculty and students also participate in collaborative events with other institutions on extension activities be it on gender sensitization, cancer awareness, peace and harmony etc.

3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the university to ensure social justice and empower the underprivileged and the most vulnerable sections of society?

The Center for Women Studies addresses the issues affecting the underprivileged sections of society especially women and the girl child.

The CSSEIP addresses the issues involving the socially excluded groups and suggests ways to incorporate inclusive practices.

With Urdu as medium of instruction the university addresses the needs of sections of students who represent the most deprived, vulnerable and marginalised groups. Further as mentioned above the specific Centers and department of studies like Center for Study of Social Exclusion and Inclusive Policy, Department of Social Work collaborate with a number of civil society organisations for working with the marginalised sections of the society.

3.6.5 Does the university have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?

The university and more specifically the department of studies keep track of the pass out students through e-networks and interaction programs. For example the pass out students of the Department of Social Work are actively working in NGOs/CBOs and some of the students are involved in movements and initiatives like Bachpan Bachao Andolan for the rights of the child; Bachpan Banao Andolan for the education of children of naxal affected families in Chhattisgarh; Indo Global Social Service Society for Homeless etc.

3.6.6 Bearing in mind the objectives and expected outcomes of the extension activities organized by the university, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.

The extension activities have greatly contributed in inculcation of the progressive values of human worth, dignity, social justice and human rights. The students have developed and reflected sensitivity in working with the marginalised sections. They have developed skills to work with people on margins, engage with them and plan community interventions.

3.6.7 How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university which have encouraged community participation in its activities.



The NSS activities, Azad Day celebrations, field action projects, field work collaborations with NGOs and extension activities of the departments of studies have provided ample space for the involvement of the community in the outreach activities of the university.

- Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

Not yet

### 3.7 Collaboration

3.7.1 How has the university's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations?

The collaborations of the research Centers and departments of studies with the academic institutions, NGOs and industries through curriculum based concurrent field work of students, internship trainings and invited lectures have contributed a lot in impacted the world view of the students and faculty. These shades of collaborations.....

3.7.2 Mention specific examples of how these linkages promote

- \* Curriculum development
- \* Internship
- \* On-the-job training
- \* Faculty exchange and development
- \* Research
- \* Publication
- \* Consultancy
- \* Extension
- \* Student placement
- \* Any other (please specify)

3.7.3 Has the university signed any MoUs with institutions of national/international importance/other universities/ industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the university?

3.7.4 Have the university-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

Any other information regarding Research, Consultancy and Extension, which the university would like to include.



## CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 Physical Facilities

Maulana Azad National Urdu University has excellent infrastructure ideally suited for teaching, learning and overall development of students. The university campus, spread over 200 acres at Headquarters at Hyderabad, is endowed with good classrooms, well equipped laboratories, WiMAX enabled campus, library with good e-learning resources. Further, the campus has ITC enabled seminar & conference halls, meeting rooms, different sized auditoria, video conferencing facility and world class instructional media Center with state-of-the-art studio for audio-visual recording facility. The campus also houses hostels with mess facilities, guest house, staff quarters, canteen and health Center. Apart from this the students and staff are provided with excellent sports facilities for both indoor and outdoor sports like athletics, gymnasium, volley ball court, indoor stadium with badminton courts and cricket field. The academic/administrative blocks have power backup facilities, UPSs and generator and drinking water purifiers in all offices and hostels. Bank and post-office facilities are also available at headquarters. The University has acquired pockets of land in the different parts of the country with sizable number of Urdu speakers from the respective state government / philanthropists. All the off-campus of the University are adequately equipped with all the necessary infrastructure creating efficient spaces for quality education. (List of land pool available with the university at various campuses).

#### 4.1.1 How does the university plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The University conducts need assessment on a regular basis and constantly upgrades the infrastructure to meet the requirements. Classrooms and lecture halls, designed and built with school wise special needs are optimally utilized. Every five years the university receives funds from the UGC for the infrastructural development. The schools submit requirements and plans through the Board of Studies which get evaluated by School Boards and the University authorities at the beginning of each plan period. Core facilities like conference halls, hostels, sports complex, library, auditoria, labs etc., are utilized optimally, the departments share the facilities as per need. Centralized decisions are taken to prioritize the requirements.

#### 4.1.2 Does the university have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

The university has a strong policy for the creation and enhancement of infrastructure to create an environment conducive to teaching and learning. A few of the new initiatives are:

- The University campus is WiFi enabled with WiMAX backbone.
- All schools, common spaces are provided with LCD / multimedia projectors



- to encourage ICT based teaching-learning.
- New multimedia laboratories have been established.
  - Library has been enriched with e-resources, online catalogues, browsing facilities for students and staff.
  - The university's web page has been redesigned so that it is more user-friendly making it convenient for students and staff to access information and the links to e-resources.
  - Counselling and information & guidance Centers have been established for students.
  - New hostels (one each for boys and girls), extension of CPDUMT Hostel have been established which are also Wi-MAX enabled.
  - Cricket field, gymnasium, indoor stadium, open air auditorium and other sports facilities have been added in the past four years.
  - Generators and UPSs have been provided to new buildings.
  - Day Care Center is relocated in independent space with improved facilities.
  - Amenities at health Center have been upgraded by adding more equipment and also a separate wing for in-patients.
  - New school buildings one each for School of Languages, Linguistics and Indology and another for School of Education & Training have been commissioned. Buildings for School of Computer Science & Information Technology, HK Sherwani Center for Deccan Studies, Central Information Center, ASC Academic Block, Civil Services Examination Academy have been added.
  - New staff quarters, water tank, generator rooms have been constructed.
  - New wings extending guest house, new floors at lecture hall complex, Polytechnic, ASC Guest House are in final stages of construction.
  - Construction activities at Off Campus sites: Staff quarters, regional office, ITI buildings are constructed at Bengaluru. A Multi purpose building is in advance stages of construction at Darbhanga, Bihar.
  - Buildings have been hired as per the requirements, meeting the norms of respective regulatory bodies wherever applicable.

#### 4.1.3 How does the university create a conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?

The faculty is provided with individual cabins, desktops/laptops, printers and high speed internet facility. Both LAN and Wi-Fi are made available. All offices and class-rooms are provided with power-backup, UPS and generator connections. The offices provided to faculty are spacious and well ventilated in a healthy green environment. Adequate rest rooms and ladies rooms are available. Each building is provided with ramps or lifts for differently-abled people. Disable friendly rest-rooms are provided in all buildings. The university is in constant pursuit of setting up good research facilities and laboratories so that the faculty is encouraged to pursue active research. Furthermore, Day Care Center facilities are provided for faculty and students within the University campus.

#### 4.1.4 Has the university provided all departments with facilities like office



#### room, common room and separate rest rooms for women students and staff?

Yes, all Departments are provided with office rooms, common room and separate rest rooms for women students and staff.

#### 4.1.5 How does the university ensure that the infrastructure facilities are disabled-friendly?

The university is concerned and sensitive to differently-abled people. Each building is provided with ramps or lifts. All buildings have disabled-friendly rest-rooms. The University's website meets the standards defined by the ministry for visually challenged persons. A few staff quarters are designed disabled-friendly. Priority of allocation of staff quarters, office space, hostel rooms, class rooms is given to differently abled staff and students by allotting the ground floor spaces. Scribes are provided during examinations for students with visual impairment.

#### 4.1.6 How does the university cater to the requirements of residential students? Give details of

- The University has five hostels, with boarding and lodging facilities. Following are the details of hostel accommodation:

S.No	Hostel	Number of rooms	Capacity
1.	Boys Hostel – I	74	192
2.	Boys Hostel – II	120	480
3.	Boys Hostel – III	42	144
4.	Girls Hostel – I	70 rooms + 6 dormitories	280
5.	Gulzar Hostel for Girls Girls Hostel – II	75	150

- Recreational facilities in hostel/s like gymnasium, yoga Center, etc.

The hostels are within the premises of University campus. The sports facilities such as cricket field, volley-ball court, shuttle badminton indoor stadium, and gymnasium are well within reach of the hostellers.

- Broadband connectivity / Wi-Fi facility in hostels.

The hostels are provided with Wi-Fi facilities which can be accessed from, rooms, reading rooms, common halls and mess. Computers are also made available in common rooms for students to access internet.

#### 4.1.7 Does the university offer medical facilities for its students and teaching and non-teaching staff living on campus?

Yes, the university has a health Center within the campus easily accessible for students and staff. It has two regular medical officers, consultants and nursing



facilities. The medical Center is well equipped to conduct tests like pathological, orthopaedic, diabetic, blood pressure etc. A pharmacy unit is also available which provides medicines for common ailments and life saving drugs. Medical Consultants for Gynaecology, Paediatrics, general physician have been engaged by the University to visit on scheduled time during week days. The university has entered into MoUs with several reputed hospitals for advanced cashless treatment for faculty and staff. For the students, the university has a medical insurance policy for cashless treatment. Ambulance service on call is available in the University campus.

The University organises on a regular basis blood donation camps, eye check-up camps, dental check-up camps and popular lectures by experts on health care and health programs.

#### 4.1.8 What special facilities are available on campus to promote students' interest in sports and cultural events/activities?

The University pays special emphasis on overall development of students. Apart from academics, the students are encouraged to participate in sports and cultural activities for physical and mental fitness. The University has excellent sports facilities which are constantly upgraded and maintained. The university campus has a cricket field, volley-ball court, gymnasium and indoor stadium with badminton and table-tennis facilities. To promote cultural activity an Open Air Theatre has been constructed. The students took part in number of inter-University, Inter-Departmental sports, cultural and literary events. The list of cultural events and sports activities organized by the University are at [appendix-](#)

## 4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant Initiatives have been taken by the committee to render the library student / user friendly?

The Central Library has a Library Committee. The Composition of the committee is as under:

- |                          |   |          |
|--------------------------|---|----------|
| 1. Vice Chancellor       | - | Chairman |
| 2. Registrar             | - | Member   |
| 3. Finance Officer       | - | Member   |
| 4. Deans of Schools      | - | Member   |
| 5. Dean, Student Welfare | - | Member   |
| 6. Librarian             | - | Convener |

The functions of the committee are: General supervision of the Central Library activities, framing of budget and allocation of funds to different departments, to frame general rules and regulations, modernization of Library, improvement of documentation services; The committee meets twice a year.

Significant initiatives taken by the Committee for the library users in the recent years:



1. Separate cubicle for research scholars and faculty
2. Air conditioning of reading rooms
3. Extending reading hours
4. Procurement of e-resources (e-books, e-journals, e-data bases, e-catalogues)
5. Reprography facility at library
6. Procuring books from philanthropists / donors
7. Anti-theft devices
8. Installation of surveillance equipment
9. Prioritization of budget allocation
10. Internet browsing facility at Library

4.2.2 Provide details of the following:

- a. Total area of the Library : 3300 sq. meters
  - b. Total seating capacity : 400 Nos. (including reading room)
  - c. Working hours
    - (i) Office hours 9:30am to 6:00pm
    - (ii) Reading room
      - Working days 9:30am to 12 'O' clock night
      - Saturdays, Sundays and Holidays 10:00 am to 12 'O' clock night
      - During Exams 9:30 am to 2:00am
- Circulation Counter (Lending Section) On working days only 10:00am to 5:30pm
- e. Layout of the library: Stack room, acquisition section, technical section, circulation services, news paper and periodical section, institutional repository, research cubicles, digital library, OPAC area and book exhibition area, administrative area, staff chambers, auditorium, security foyer, book issue/receive counter, refreshment area, reprographic area and rest rooms.
  - f. Display of Floor Plan: At Ground Floor: Stack room, acquisition section, circulation services, news paper and periodical section, digital library, OPAC area, administrative area, staff chambers, auditorium, security foyer, book issue/receive counter, refreshment area, reprographic area and rest rooms; At First Floor: Technical section institutional repository, research cubicles and book exhibition area.

4.2.3 Give details of the library holding (as on 31-03-2014)

- a. **Printed Materials**

Books	:	51822	(HQ)	xxxx	(Off Campus)
Back Volume of Journals	:	1232	(HQ)	xxxx	(Off Campus)
Thesis	:	18	(HQ)	xxxx	(Off Campus)
Dissertations	:	117	(HQ)	xxxx	(Off Campus)
- b. **Average number of books added during the last three years**

2013-14	:	4786	(HQ)	xxxx	(Off Campus)
2012-13	:	5607	(HQ)	xxxx	(Off Campus)
2011-12	:	7275	(HQ)	xxxx	(Off Campus)
- c. **Non print Materials**

Audio Cassette	:	72	(HQ)	xxxx	(Off Campus)
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Audio Video CD's : 389 (HQ) xxxx (Off Campus)

d. Electronic (e-books, e- journals)

Through UGC info-net Digital Library consortium (INFLIBNET), hyperlink is provided in University website for the Central Library.

e. Special collection (Text book and Reference) : 3000 nos.

- Books on Maulana Abul Kalam Azad, Mirza Ghalib, Allama Iqbal and Women's Education.

4.2.4 What tools does the library deploy to provide access to the collection?

- OPAC
- Web OPAC
- Open Access to library collection
- Hyper link to e-resources through UGC Info-net Consortia of

INFLIBNET

4.2.5 Deployment of ICT in Library

a. Completely Automated services – Technical, Circulation and OPAC modules

b. No. of Computers for Students : 15

c. Internet band width speed : 1GB

d. Electronic Loss-prevention technology system at security gate for detection of un-authorized exit of Library books and documents (3M Tattle Tape Technology)

e. Use of Bar Code technology for efficient issue/return of books.

4.2.6 Other details of 2013-2014

- |                            |          |
|----------------------------|----------|
| a. No. of books acquired   | - 4786   |
| b. Journals Subscribed     | - 179    |
| c. Popular Magazines       | - 07     |
| d. News Papers             | - 13     |
| e. No. of Persons visited  | - 11,140 |
| f. Internet facility users | - 10,800 |
| g. Book Circulated         | - 23,116 |

### 4.3 IT Infrastructure

4.3.1 Does the university have a comprehensive IT policy with regard to IT Service Management, Information Security, Network Security, Risk Management, Software Asset Management, Open Source Resources and Green Computing?

The University has a Center for Information Technology which caters to the ICT requirements of the University. The IT policy of the University is to provide trouble free high speed secure internet access to all stakeholders in the campus, access to knowledge through e-resources, effective information sharing and to implement government policies of IT. The functions of the center are to provide basic computing facilities to the students and teachers, IT security, Wi-Fi facilities, problem diagnostics, access to e-resources 24x7





for the whole campus, management of internet facility, formulation of IT policies, website management, video conferencing facility with Ministry and other educational institutions, coordination with National Knowledge Network.

During the past few years, the Center has evolved from a very small computing facility to a critical central facility of the University. Keeping its ethos of refurbishing education and research with modernization, the Maulana Azad National Urdu University has been leveraging the ICT as a tool to induce strategic improvement and changes in the system. The IT Cell has thus taken on an important role of IT enabler for the University.

In addition to IT Cell, the university has Department of Computer Science & Information Technology which collaborates on policy matters, deployment and guidelines provided by MANUU, UGC and other government agencies on the following issues:

**IT Service Management:** The policy for implementation, improvement and management of information technology services at MANUU focuses upon providing a framework to structure IT related activities as per the needs of the end users, so that quality of the IT services and products are delivered.

**Information Security:** MANUU has the policy of defending information from unauthorized access, use, disclosure, disruption, modification, perusal, inspection, recording or destruction. IT Cell adopts various standard processes which help in achieving information security through implementation of identification, authentication and authorization mechanisms. Enforcement of guidelines to users, Setting up of personal firewall rules, hardening of computing devices for security, gateway level security, limiting open ports, monitoring of logs and maintenance of periodic backup for reviewing the information security.

**Network Security:** MANUU has multi-layered network security policy in order to mitigate various network security threats like viruses, worms, Trojan Horses, Spyware, malware, zero-day attacks (or zero-hour attacks), hacker attacks, denial of service attacks, data interception and Identity theft, etc.

Apart from physical security of the network, other security components deployed are: (i) Firewall, to block unauthorized access to the network, (ii) Anti-virus and Anti-Spyware, (iii) Bandwidth management and control, (iv) Intrusion Prevention System, to identify and control fast spreading threats and (v) Virtual Private Networks (VPN) to provide secure remote access.

**Risk Management:** MANUU applies multi-fold risk management methodology for: (i) identification and characterization of threats, (ii) making assessment of the vulnerabilities of critical IT assets to specific threats, (iii) determining the risk, i.e., expected likelihood and consequences of specific type of attacks/threats on critical IT assets, (iv) identification of ways to reduce the risk, (v) risk reduction measures and their prioritization.



Software Asset Management: MANUU enforces the Microsoft's Software Asset Management (SAM) Model which consists of four basic steps: (i) Inventory of software assets (ii) Software licenses and documentation (iii) Policies and procedures for life cycle of the software (iv) SAM plans are updated through spot checks and user training.

Open Source Resources: The University provides many open source resources and encourages the students and teachers to work on open source projects and use them in their academic pursuits. The few of URLs of open source projects are listed as follows:

s.no.	Software/package	Link
1	Virtual Box	<a href="https://www.virtualbox.org/">https://www.virtualbox.org/</a>
2.	Cent OS	<a href="http://www.centos.org">www.centos.org</a>
3.	Ubuntu	<a href="http://www.ubuntu.com/">www.ubuntu.com/</a>
4.	Code:: Blocking	<a href="http://www.codeblocks.org/">www.codeblocks.org/</a>
5.	GNU	<a href="https://www.gnu.org/">https://www.gnu.org/</a>
6.	LibreOffice	<a href="http://www.libreoffice.org/">www.libreoffice.org/</a>
7.	Linux	<a href="http://www.linux.com/">www.linux.com/</a>
8.	OpenOffice.org	<a href="https://www.openoffice.org/">https://www.openoffice.org/</a>
9.	Dosbox	<a href="http://www.dosbox.com/">www.dosbox.com/</a>

Green Computing: The University has the policy of using and disposing off unutilized/unused computers, servers and associated subsystems such as monitors, printers, storage devices, UPS and networking communications systems efficiently and effectively with minimal adverse impact on the environment. At present, the University administration has also simplified the procedures of disposal of hazardous materials such as UPS batteries and other e-waste items. As part of green computing initiatives, the University re-utilizes the outdated systems and peripherals for demonstration and training at University Polytechnics.

#### 4.3.2 Give details of the university's computing facilities i.e., Hardware and Software

Details of Computing Facilities at MANUU are given below:

Sl.	Item	Details
1.	Number of Desktop PCs having configuration core 2 Duo/Core CPU, 4GB RAM, 500GB/1TB HDD, DVD Writer, KB, Mouse, LCD/LED Monitor	100 hp Compaq brand (Apart from this most Departments have their own computer labs, every faculty is provided with a Desktop/laptop)
2.	Computer - Student Ratio	1:30 (for internet access to students only, for lab sessions the ratio is 1:1)
3.	Dedicated Computing Facilities with UPS	04 computer labs
4.	Wi-Max	35 Pro ST



5.	Wi-Fi	150 Antenna
6.	Campus -LAN	Campus Network on 10km OFC backbone connecting most of the buildings, more recent are to be connected soon.
7.	Proprietary Software	Oracle 11i (Limited 40 Users), Visual Studio 2012 (Limited 40 Users), MS- office (Limited 40 Users), IBM Rational Rose Enterprise Edition, Borland C++.(Embarcadero RAD studio xe) Microsoft Window 7 OS (Built in System), Adobe Suite (Photoshop, PageMaker, Dreamweaver, Acrobat Professional) Corel Draw suite.
8.	Number of Nodes/Computer	158 in CIT, 1100 nodes across the university + 150 wi-fi antennas.
9.	Servers	10 (IBM, HP, Dell etc)
10.	Networking Lab	Cisco Lab
11.	Internet Connection	1Gbps (1:1) dedicated connectivity under National Knowledge Network scheme of the Government of India
12.	Kaspersky Antivirus	400 users
13.	Internet Facility at Computer Center	158 nodes
14.	Number of Nodes/Computers With Internet Facility at University Campus	04 computer labs
15.	24x7 support services to Wired/Wi-Fi Internet Connection	Campus LAN and Wi-Fi
16.	UPS dedicated server room with Generator backup (24x7 working)	10KVA
17.	AC's for computing facilities	15 (each AC is two ton capacity)

#### 4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The major strategy adopted by MANUU for deploying and upgrading the IT Infrastructure and associated facilities is through a committee of experts duly coordinated by the Head, Department of CS & IT. The committee periodically meets to review and advice on the ICT development plans and the strategies to be adopted based on the requirements. The objective is to provide every faculty with a system and internet facility with adequate software, access to library sources for research, to encourage teachers to use open educational



resources in their teaching and research. Similarly, students are provided access to the computers, internet and library facilities. The density of computers available to the students has increased and WiFi facilities are provided in the entire campus for easy access to E-resources. Suitable measures are being taken to prevent misuse of the internet facility. The funds for the development of IT infrastructure is through MHRD, UGC, Projects, collaborative research, consultancy and also internal savings of the University with the approvals of the competent authorities.

Old and outdated computers are upgraded periodically to reduce the cost of procuring new computers & IT related peripherals. They are either replaced or enhanced with respect to configuration. Additional computing facilities are added based on the need arising out of requirements of students, research scholars and faculty.

#### 4.3.4 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching, learning and research.

The Central Library at university campus is fully automated, modernized and connected to the network of the University with both Optical Fiber Cable and wireless network facility. The Library uses Bar Code, New-Genlib Software for its day-to-day circulation, 3M Tattle Tape Technology Security gate and CCTV for monitoring. The University staff, researchers and students can directly access the research journals and E-resources subscribed by the University in addition to open access journals. Online resources like NPTEL, OCW from MIT, CMU materials are made available to faculty, staff and students. The students are given exposure to various web sites and packages related to the subject to supplement class room teaching. The list of few sources of e-journals is as follows:

S. No.	List of e-resources
1.	Cambridge University Press
2.	J-Stor
3.	Springer-Link
4.	JCCC@UGC Info-net
5.	ISID(The Institute for Studies in Industrial development)
6.	EPW(Economic & Political Weekly)
7.	Taylor & Francis
8.	Wiley-Blackwell
9.	CMES

#### 4.3.5 What are the new technologies deployed by the university in enhancing student learning and evaluation during the last four years and how do they meet new/future challenges?

During the last four years, the University has adopted/adapted modern technologies for enhancing students learning and evaluation as listed below:



1. Language Labs have been established in the Department of Education & Training, Polytechnics and other departments are also planning to establish language labs.
2. A new building with facilities for state-of-the-art computing facilities has been constructed for the School of Computer Science & Information Technology.
3. Up-gradation of various computer laboratories across the Campus has taken place by adopting latest hardware and software systems with capacity enhancement objects.
4. Apart from enhancement and up-gradation of Computer Laboratories, the University has provided computers in library for exclusive use by the students.
5. The Internet speed has been upgraded from 44 Mbps to 1Gbps. The bandwidth utilization has increased 10 folds and is likely to saturate as soon as networking projects in hand gets completed.
6. Majority of the academic departments have been provided LCD & Multi-Media Projectors where teachers are taking advantage of the IT technology in preparation and delivery of lectures using the Information & Communication technology (ICT).
7. The Computer Center-IT Cell has procured an A0 size HP Scanner-cum-plotter for the use of students.
8. The University has deployed the latest network versions of SPSS, MATLAB and Rational Software Architect (RSA) suite for the benefit of teachers, research scholars and students. The Computer Center/IT Cell regularly organizes training programs for the user community and also manages the licenses of these packages.
9. The University has also deployed the enterprise class mail and web servers. Additionally, the University has the Campus LAN (on fiber backbone).

#### 4.3.6 What are the IT facilities available to individual teachers for effective teaching and quality research?

Most of the teachers are provided with a laptop/desktop, printer, scanner or MFD and Internet connection through WiFi and Campus LAN. Access to network-based software and other specialized software are available to teachers; the licenses are managed by the IT Cell through a Central Server. Further, Library resources are available 24 x7 to promote research and improve quality of teaching-learning process.

#### 4.3.7 Give details of ICT-enabled classrooms/learning spaces available within the university? How are they utilized for enhancing the quality of teaching and learning?

The University focuses on both traditional and technological aspects of teaching-learning methodology. Various departments/schools follow methodology ranging from the traditional black-board based teaching to modern ICT enabled smart class-rooms.

However, in order to utilize the benefits of smart class-rooms, it is necessary for any educational organization to make the teachers computer savvy and get



familiarized with all types of hardware and software tools that are necessary for discharging their academic duties according to the need of the hour. The University, therefore, has a very liberal policy in supporting its teachers by providing Internet access in all the department of study for effective teaching and to promote research. Where necessary, teachers are given workshops and training modules in computer applications and software management. Further, e-journals and online resources are extended to teachers.

#### 4.3.8 How are the faculty assisted in preparing computer- aided teaching-learning materials? What are the facilities available in the university for such initiatives?

As per UGC guidelines, the University Computer Center/IT Cell organizes various short term training programs and Faculty Development Programs (FDPs) for teachers, research scholars and other category of staff in the University. These training programs are conducted on different tools and techniques like Windows Operating Systems, Microsoft Office (Word, Excel and PowerPoint) and C/C++ etc. The other training programs are also organized on SPSS, Java and Control Panels of the University website.

The University through its Academic Staff College organized over 15 orientation programs for teachers, in which inputs were given on IT component. The ASC also organized exclusive refresher courses, short term courses, workshops on information technology for teachers, administrators as well as students. The teachers are also encouraged to attend training programs and workshops organized by other Universities.

#### 4.3.9 How are the computers and their accessories maintained?

The IT Cell of the University takes care of licensed software which are protected from malicious programs by installing antivirus and malware protection software. The Department of Computer Science and IT has a dedicated hardware laboratory with maintenance personnel. With the help of technical staff in the computer service wing of the Department of Computer Science & IT, the computers and accessories are maintained in all the departments. The University also has Annual Maintenance Contract (AMC) with several companies for maintenance of systems and peripheral gadgets.

Further, the computers and related peripherals are generally purchased under a minimum of 3 years on-site comprehensive warranty. The supplier firm is entrusted the task of providing on-site comprehensive support under AMC. The user department has to contact the supplier firm for fixing any hardware and software issues until the expiry of the warranty.

#### 4.3.10 Does the university avail of the National Knowledge Network connectivity? If so, what are the services availed of?

The university has 1Gbps connectivity from National Knowledge Network (NKN). The high speed access to e-journals is availed through DELNET, INFLIBNET facilities, e-Journals facility, academic resources on the Internet,



various online standard databases dedicated for research and development purposes etc.

#### 4.3.11 Does the university avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

The University policy allows access to all education enhancing e-resources which are in public domain as per the IT policies existing in the university. However, plagiarism from these resources is strongly discouraged. Although, the University has a liberal policy for access of web resources like Wikipedia and other knowledge enhancing resources, access to unwarranted sites is blocked.

In practice, the learners are discouraged from over dependence on Wikipedia and facile sources of information. In research programs, many departments employ anti-plagiarism software to prevent unethical use of lifted/borrowed material.

#### 4.3.12 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the university.

The University Computer Center and IT Cell has a flexible, need based financial allocation for maintaining its facilities and services for different schools and Departments/Centers. For major upgrades and deployment of services, the Computer Center and other departments of the University largely depend upon allocations under 5 year Plans and University's own internal savings.

#### 4.3.13 What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?

The University envisions a gradual transformation from closed class room to open environment. To begin with, sufficient assistance is provided to the teaching community and user community by providing the facilities of ICT in teaching and learning process. Many departments adopt open book testing system. Also, field exposure through work experience, educational tours, industrial visits, collaborations with research institutes and laboratories are encouraged to enhance practical knowledge of students.

### 4.4 Maintenance of Campus Facilities

#### 4.4.1 Does the University have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

The University has an estate office to take care of the maintenance of the





University buildings, class-rooms, laboratories, library, offices, hostel, quarters etc. The estate office is headed by a Deputy Registrar. The following divisions are established to improve the physical ambience of the campus:

- i) University Building Committee / Engineering Section
- ii) Estate Section
- iii) Campus Maintenance

i) University Building Committee / Engineering Section:

The Engineering section takes care of all construction and campus development activities at Headquarters as well as off campuses located at various parts of the country. The section has a team of technical and administrative staff. The section processes the proposals submitted by various departments / sections / stake holders for construction of academic & administrative buildings, hostels, sewerage lines, water tanks, roads and other infrastructural facilities. To guide the campus development, a campus development committee is in place under the chairmanship of the Vice-Chancellor with the following composition. The committee meets at regular intervals to discuss, review and advise on the construction and developmental issues. The construction work of the University is generally assigned to government agencies such as Central Public Works Department, Bharat Sanchar Nigam Limited, AP Housing Society, Bengaluru Development Authority etc.

Members of the University Building Committee

S. No	Designation of the officer	Membership
1	Vice-Chancellor	Chairman
2	Finance Officer	Member
3	Dean, School of Education & Training	Member
4	Dean, School of Sciences	Member
5	Superintendent Engineer, JMI, New Delhi	Member
6	Ms. Anuradha S Naik, Consultant Architect	Member
7	I/c Campus Development	Member
8	Registrar	Member secretary

ii) Estate Section

The Section takes care of all the land/space requirements of the University. The section handles all the legal/procedural matters in acquisition of lands through allocation from the state governments and donations from philanthropists. It also takes care of hiring buildings as per the need at different parts of the country.

iii) Campus Maintenance Cell

The Campus Maintenance Cell takes care of the landscaping of the campus and housekeeping services for the Campus premises. The housekeeping services are out-sourced through tendering process annually. Housekeeping services at off-campuses are also out-sourced.





**4.4.2 How are the facilities, services and equipment maintained? Give details.**

The Engineering section based on complaints registered attends to the day to day complaints of civil and electrical works. Dedicated staff under the supervision of the Junior Engineers (Civil & Electrical) are available for the purpose. The Annual Maintenance of the Electrical facilities including generators of the Campus is entrusted to the CPWD for operation and maintenance.

Annual Maintenance Contract (AMC) with reputed firms is in place as per norms for proper and timely maintenance of the equipment. In every department one or two staff members are assigned to oversee maintenance of the routine issues of laboratories and equipment.



## CRITERION V: STUDENT SUPPORT AND PROGRESSION

### 5.1 Student Mentoring and Support

5.1.1 Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

Yes, the University facilitates the students through the following Committees:

- i) Central Admission Monitoring and Review Committee (CAMRC);
- ii) Departmental Admission Committee (DAC);
- iii) Equivalence Committee (EC)
- iv) Remedial Coaching Center for Minorities (RCCM)
- v) Departmental Extension Activities
- vi) Multimedia Language Laboratory
- vii) Departmental Research Committee (DRC)

i) CAMRC: - The Committee is responsible for centralized admission of all the regular programs of the University. It monitors the application of reservation policy to promote S.C., S.T. and OBC students.

ii) DAC: - All departments of the University have separate Departmental Admission Committees responsible to fulfil the admission norms and take of seat matrix according to reservation policy during admissions.

iii) EC: - The University facilitates Madarsa students through Equivalence Committee. This Committee identifies the Madarsa courses as equivalent to +2 and Graduation to enable Madarsa students to get admission in the University programs of study. This mechanism ameliorates the short falls in the prospects of Madrasa students and brings them to mainstream of higher education.

iv) RCCM: University has a Remedial Coaching Center to provide remedial teaching for academically backward learners. The Remedial Classes are held in the respective Departments before or after the regular teaching hours in October - November and March - April every year. Generally, classes are conducted between 2:30 pm and 5:30 pm. The Students eagerly await these classes and find the coaching useful for their progress. The Center has proven itself to be popular among the student community.

v) Extension Activities: The Departments organize open book assignments, seminars, workshops for personality enrichment and personality development and experiential learning methods. Extension lectures are organised by the subject experts to facilitate the learners.

vi) Language Lab: Multimedia language laboratories are established in the Department of Education & Training and Polytechnic to equip students with the skills of language learning. The labs have the capacity to accommodate



approximately 40 learners at one time. The special feature of these labs is that they are equipped with software in English and Urdu which engage learners in bilingual learning. With focus on special needs of the students of Polytechnic, emphasis is given to development of listening and speaking skills with the goal to improve communicative competence.

vii) DRC: The DRC facilitates the choice of research topics keeping in mind its applicability to social responsibility; and allots guides to Research Scholars according to their specialization. The heads of Departments provide overall supervision.

Research Scholars are facilitated in their course work and research work by a team of teachers and the individual research supervisor. Regular workshops in research methodology are organized by the departments with the assistance from academic staff college.

5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

Faculty members act as mentors and 10 to 15 students are allotted to each mentor. The mentors conduct meetings regularly and maintain a record of students separately. The mentor also maintains rapport with individual students to record problematic/difficult areas relating to personal and educational issues. Accordingly, mentors work out probable common solutions with the concerned Head of the Department, Supervisor and the Dean. In departments like Social Work student representatives are elected as Secretary and Joint Secretary on SAC, and work in coordination with assigned faculty member (student advisor) in identifying peer group problems.

The departments allot one period for tutorials on the time-table. The concerned subject teacher as well as other teachers with expertise in the area, recapitulate important concepts to help students to identify their weaknesses, if any. The faculty members identify the slow learners / educationally challenged students and devise appropriate strategies to strengthen students' performance. In many Departments team teaching is done.

The students in professional programs have opportunity to interact closely with faculty members in selection of seminar topics, presentation of seminars, selection of projects in Institutes/Companies/Banks etc. They are motivated to participate in National and International seminars, workshops conducted by the University and other Universities.

5.1.3 Does the university have any personal enhancement and development schemes such as career counselling, soft skill development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.



- The University attends to the students need for career path identification. It runs three coaching schemes viz., i) CSE Coaching Academy; ii) Coaching for Minorities for Entry into Services; and iii) UGC NET Coaching Center.
- Every year after completion of admission process, all Departments conduct induction and orientation programs for new entrants.
- The University through its PG Programs offers students guided learning opportunities; through its research programs provides a platform for exploration discovery analysis, critique and contribution.
- The medium of instruction being Urdu, the University offers courses in Proficiency in English and Fundamentals in Information Technology for students admitted in all regular programs to equip them to sustain requirements of dynamic market conditions.
- The Center for Urdu Language, Literature and Culture (CULLC) conducts quiz and elocution competitions etc., to improve general knowledge and communication skills. The Center also conducts literary programs, seminars, exhibitions and workshops to motivate students.
- The University is also engaged in community service. Community service makes the students realize how important it is to make a difference in the lives of others. Accordingly, every year blood donation, health awareness, literacy camps and cleanliness drives are organized by National Service Scheme (NSS) on the campus, which creates confidence, sense of values and social responsibility among students.

5.1.4 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

With a very innovative and student-friendly approach, the University offers monthly Scholarships of Rs 1000/- to the regular P.G. Students. M. Phil. and Ph. D. Scholars are given monthly fellowship of Rs 5000/- and 8000/- respectively by UGC. Students applications to outside organization for educational loan etc are duly routed through proper channel.

5.1.5 Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

Yes. The University publishes a bi-lingual Prospectus – cum – Application Form Booklet every academic year which contains information about the University, and schedule of admissions, admission procedure, courses offered



by the departments, eligibility criteria, prescribed course fee details, reservation policies, information on scholarships, fellowships, hostel facilities, campus discipline. The prospectus includes detail guidelines and information for international students. The information is organized School wise and department wise. The Prospectus also contains the Academic Calendar.

To facilitate the students, the admission booklet, application, challan forms and other admission related information including sample question papers are made available on the University website. Apart from this, online filling of applications, hall-ticket generation, SMS & e-mail alerts, e-payment of fee are also part of available facilities.

5.1.6 Specify the type and number of university scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M. Phil/Ph.D./ Diploma/others (please specify).

i) University Scholarships: -

The University offers monthly Scholarship to regular P. G. Students of all departments based on attendance and progress in academic activities.

ii) University Research Fellowship: -

The University offers Research Fellowship to M. Phil. and Ph. D. scholars @ Rs. 5000/- per month and Rs. 8,000/- per month respectively. A contingency amount of Rs. 10,000/- is provided as per UGC rules. Apart from the fellowships, scholars who are awarded JRF/SRF, MANF and RGNF also receive financial assistance.

No. of University Scholarships and Fellowships released during last 4 years :

Program	2010-11	2011-12	2012-13	2013-14
P. G. Programs	732	719	736	801
M. Phil. Fellowship	64	77	62	76
Ph. D. Fellowship	30	27	28	51

iii) Endowments and Awards: Gold Medals are awarded / instituted in the University in honour of important personalities to provide financial support to eligible candidates.

Details?

:  
:  
:  
:

5.1.7 What percentage of students receive financial assistance from state



government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?

Sr.	Name of the Fellowship	No. of students receiving fellowship
1.	UGC-JRF/SRF	
2.	UGC-MANF	
3.	UGC-RGNF	

5.1.8 Does the university have an International Student Cell to attract foreign students and cater to their needs?

Yes. The Academic Section acts as International Student Affairs Office, facilitates the foreign students in Foreign Regional Registration Process and in obtaining Study Visa in India.

5.1.9 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

With a very innovative and student-friendly approach, the University offers monthly Scholarships of Rs 1000/- to the regular P.G. Students. M. Phil. and Ph. D. Scholars are given monthly fellowship of Rs 5000/- and 8000/- respectively by UGC.

The University students section advises the students regarding the availability of Schemes for Educational Loans etc. Students' applications to outside organizations for educational loan etc are duly routed through proper channel.

5.1.10 What types of support services are available for

Overseas Students: 15% of the seats are allocated to Foreign Nationals over and above the prescribed intake in any program of the University. The office of the International Student Cell acts as nodal point with respect to registration with Foreigner's Regional Registration Office. It also provides necessary assistance in facilitating students for procuring visa, advising in admission procedure, orientation in Indian culture and customs, opening of bank account etc. The I/c International Students Affairs interacts periodically with the International students on all academic and personal matters requiring attention and renders necessary assistance.

Physically challenged/differently-abled students: The University provides reservation for students belonging to differently-abled category 3% of the total intake. The buildings have been designed to be disabled-friendly with ramps, lifts and special toilets. The University website is designed to facilitate visually challenged users as per the Government of India norms. The University Central Library has special collection for differently-abled students. The facilities include OPAC facility, Braille Books, DVDs/CDs, etc.

SC/ST, OBC and economically weaker sections: The University follows Government of India and UGC guidelines for reservation of seats for



admission in various programs to enable the SC/ST, OBC students to gain equal opportunity and access to education.

A special cell for Scheduled Castes and Scheduled Tribes sanctioned by University Grants Commission is functional in the University. Many departments like Department of English, Hindi etc. have departmental SC/ST Committees. The Cell provides assistance to the SC/ST students in admissions. This cell facilitates them in solving their academic and administrative problems. It also monitors various policies, schemes and welfare measures and also acts as grievance redressal cell. The University has been providing hostel accommodation to all the SC and ST students on priority basis. The results of this proactive action of MANUU are clearly visible.

5.1.11 Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defence Services, NET/SET and any other competitive examinations? If yes, what is the outcome?

Yes. The University has Civil Service Coaching Academy, Center for Coaching Minorities for Entry into Services, UGC-NET Coaching Center.

Civil Services Coaching Academy: Maulana Azad National Urdu University, Civil Services Examinations Residential Coaching Academy (MANUU CSE RCA) for minority and women was established in 2009 with the objective that these two marginalised groups, if given proper coaching and guidance, will become empowered by joining All India Services.

The Academy had conducted 11 academic programs till date and benefited 462 aspirants. The following are the details of beneficiaries who took admissions from 2009-10 to 2013-14.

Prelims -2010	:	62	candidates enrolled
Mains - 2010		17	candidates enrolled
Banking Services Clerical-2010		19	candidates enrolled

Prelims-2011		- 46	candidates
enrolled			
Banking Services PO's- 2011	-	10	candidates enrolled
Mains -2011		- 20	candidates enrolled
Other Services – 2011		- 11	candidates enrolled
Prelims -2012		- 75	candidates enrolled
Banking Services (IBPS)-2012	-	04	candidates enrolled



Mains-2012	-	45
candidates enrolled		
Prelims cum Mains-2013	-	74
Prelims 2014	-	79
candidates enrolled (Presently)		

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 -----  
 462

Out of 383 (Previous Batches) 05 candidates cleared UPSC Prelims (01) Prelims 2011, (01) Prelims 2012 and (03) Prelims cum Main 2013. (04) Candidates cleared state level Prelims, (03) Prelims 2011, and (1) Mains 2011 (07) candidates were selected for various Services, (02) Mains 2010, (02) Banking Services Coaching, (02) Prelims 2011, and (01) Prelims cum mains 2013). One candidate cleared UPSC Mains of 2013 and appeared for Interview but was not selected.

UGC-NET Coaching Center: The UGC-NET Coaching Center for Minority students was sanctioned to MANUU by the UGC in February 2005 as a special scheme under UGC X Plan.

The coaching for UGC NET was organized in Paper I (Urdu, English, Arabic, Persian, Hindi, Public Administration/ Political Science, Management, Social Work, Computer Science & Application, Women's Studies, Education and Mass Communication & Journalism) and in Papers II and III of the following subjects; English, Urdu and Hindi.

Sr.	Year	No. of students declared successful
1.	2010	4
2.	2011	7
3.	2012	6
4.	2013	9

5.1.12 Mention the policies of the university for enhancing student participation in sports and extracurricular activities through strategies / schemes such as

\* additional academic support and academic flexibility in examinations \* special dietary requirements, sports uniform and materials \* any other (please specify)

The university has both indoor and outdoor stadiums with a Cricket Ground, football field, space for kho-kho, and Volley Ball Court. The University has a gymnasium, and facilities for table tennis and Shuttle badminton. To encourage sports, special tournaments are organized for the students, staff members and wards of staff on occasions like Maulana Azad Celebrations and prizes are distributed. Applicants also get preference at the time of admission on the basis of performance in sports under sports quota. The University students participate in Inter-University Cricket Tournaments within and outside Hyderabad. T.A./D.A. is paid to the participants. The departments





waive the attendance requirement for students representing the University in sports events. For such students, special tutorials are provided; and special arrangements for conducting internal assignments are made. The Girls hostel is equipped with indoor and outdoor sports/games facilities and gymnasium. During Coaching camps and tournaments, special diet allowance is provided by the University. University players are provided with Sports Kit and Sport gear.(List of sports events).

Some proposals to collaborate in coaching for cricket and shuttle racket by eminent National/International players is under active consideration.

There is a Cultural Coordination Team in the University. Cultural programs are conducted annually and the students are encouraged to actively participate in these programs(List of Cultural events).

5.1.13 Does the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

The University has a Placement Officer, who helps students identify job opportunities through career treks. The students are given training in appearing at Interviews, Mock Interviews are conducted, and the departments conduct separate guidance and counseling sessions for the students. Field trips, educational and industrial tours are organized to familiarize the students with industry management and market behaviour. Special Lectures and Extension Lectures on personality development, soft skills and communication skills are conducted periodically, wherein industry and subject experts are invited as resource persons. Add-on course on English Proficiency and Fundamentals in Information Technology are also offered for students of all the programs. In polytechnics, the concerned authorities invite international employers to the campus and arrange for placement drives. The university in collaboration with national and international organizations(NGOs/CSOs) places students for block field placement on to job placements. The students of the department of Arabic are guided by the Department to get placements as Translators, Transcribers, and Interpreters especially in the area of Hospital Tourism. Similarly, graduates from the Department of Translation are assisted in finding placements as Translators in various publishing houses.

5.1.14 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

The following are the details of Campus Placements: -

Sr.	Enrolment No.	Name of the Student	Batch	Company Placed
1.	1204010301	Mohammad Salman	2012-14 ETV-Urdu	
2.	1204010302	Zahoor Hussain Bhat	2012-14 ETV-Urdu	
3.	1204010306	Ulfat Ara	2012-14 ETV-Urdu	
4.	1204010310	MD Hammad	2012-14 ETV-Urdu	
5.	1204010317	GH Mohd. Dar	2012-14 ETV-Urdu	



6. 0904010303 Mr. Abdul Quadir Siddique 2009-11 ETV-Urdu
7. 0904010307 Mr. Md. Abdullah Mudassir 2009-11 ETV-Urdu
8. 0904010309 Mr. Imamuddin 2009-11 ETV-Urdu

5.1.15 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university?

A privately organized Alumni Association functions independently. The activities of the association include the organization of employment awareness camps, job fairs, and facilitating the students of other states in getting acquainted with the local standards. The Alumni also assist in the maintenance of liaison with some of the banks, industrial/business/governmental research and developmental establishments. They share their know-how through guest lectures, placement camps and facilitate the students to undertake project works.

5.1.16 Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

The University has a student Grievance Redressal Cell. The structure of the committee is as follows.

As per the latest UGC guidelines, the university provides for the facility of lodging complaints Online to the UGC directly. At MANUU, the Proctor has been made the Nodal Officer of the Grievance Cell.

a Does the university promote a gender-sensitive environment by (i) conducting gender related programs (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

The university is committed to zero tolerance towards sexual harassment in pursuance of sexual harassment of women at workplace (prevention, prohibition and redressal) Act 2013. The university has adopted the Policy Against Discrimination and Sexual Harassment (PADASH), and formulated regulations governing the conduct of employees aimed at prevention and eradication of sexual harassment. The objectives of the Committee are to conduct gender sensitisation programs; to create awareness among staff & students; to educate and sensitize the staff & students of the university about the evil menace of sexual harassment; and to check and prevent incidents of sexual harassment.

5.1.17 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

The University makes concerted efforts in making the anti-ragging campaign successful by sensitizing the students about the menace and evil effects of ragging. Admission time counseling includes talks about anti-ragging



measures etc. Discord if any, is amicably resolved at the level of Wardens/ Chief Warden/ Proctor and teachers.

5.1.18 How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?

At the level of D.Ed, Polytechnic and ITIs the University conducts Parent-Teacher Meetings as the students are very young at that level. A regular office of the Proctor is in place since 2010. The main objective of the proctor office is to maintain law and order in the campus especially among students. It looks after all matters related to discipline and welfare of students. Students approach the Proctor with cases of grievances and there is a cordial atmosphere based on confidence and trust. The Proctor Office provides smart identity cards to the regular students.

Apart from Students Union, NSS, Hostel Committees and PADASH also have student members. This feature helps the University in maintaining a co-operative relationship with the stakeholders.

5.1.20 How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

The mandate of the University provides for empowerment of women; therefore, the University takes special efforts to include women in all spheres viz., cultural activities and sports competitions. Women are encouraged to participate in research activities, participation in Seminars, Workshops, including paper presentations. It is mandatory that women staff accompany girl students during educational field trips. Girls' participation in all University activities is on par with boys. Girls take active part in cultural programs, Departmental Volunteer Committee and in play groups etc. Girls participate in interdepartmental sports competitions and cultural activities.

## 5.2 Student Progression

5.2.1 What is the student strength of the university for the current academic year? Analyse the Program-wise data and provide the trends for the last four years.

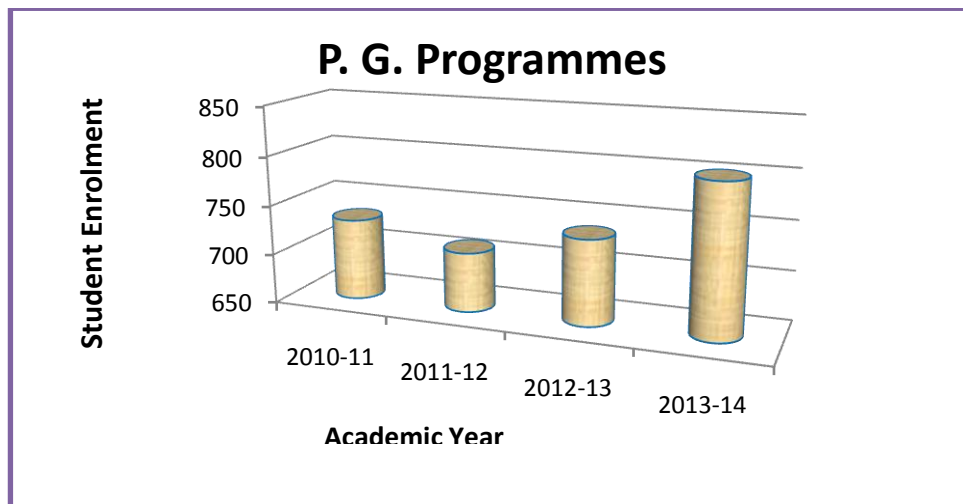
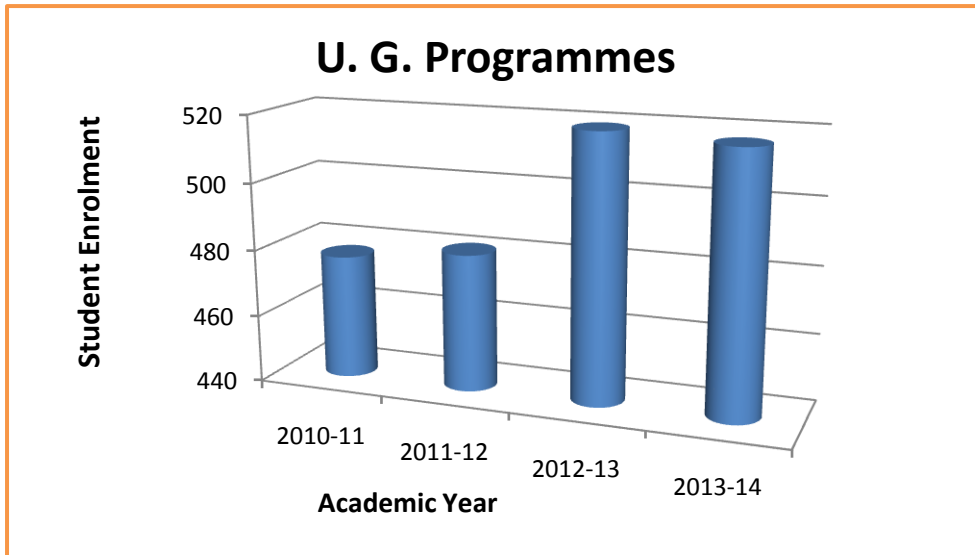
The student strength of the university for the current academic year is as follows: -

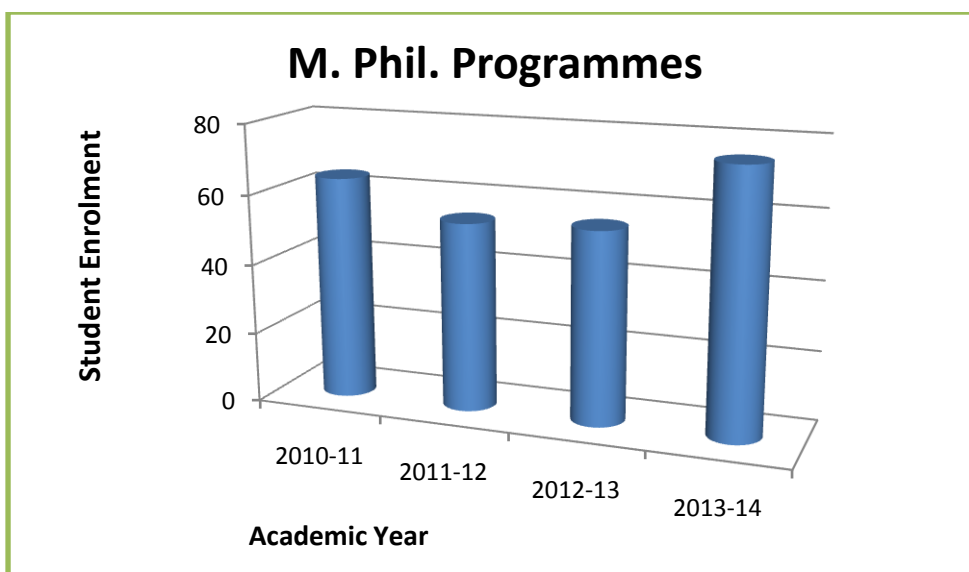
Table: Current Year Students' Strength:

Name of the Course	Total No. of Students
U. G.	914
P. G.	522
M. Phil.	84
Ph. D.	70
Certificate/Diploma/ P. G. Diploma	927



Graph representation of analysis of trend in Student Enrolment during last 4 years





Student Progression	%
U. G. to P.G.	24.40%
P. G. to M. Phil.	13%
P. G. to Ph. D.	28.14%

5.2.2 What is the program-wise completion rate during the time span stipulated by the university?

All the programs are completed in the stipulated time span. The university has two academic calendars viz., Annual and Semester. The University follows its academic calendar strictly. All Departments are disciplined about course completion on time. Where programs are consistently found to be spilling over the stipulated time-span, the Departments organize extra classes to cover the courses.

Where the course coverage appears to be a consistent problem, the teachers approach the BoS and requisition for restructuring and revision of the course in question.

5.2.3 What is the number and percentage of students who appeared/qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defence, Civil Services, etc.?

Examination	Number Qualified
NET	26
SLET	14

5.2.4 Provide category-wise details regarding the number of Ph.D./



D.Litt./D.Sc. theses submitted/ accepted/ resubmitted/ rejected in the last four years.

Year	Ph. D. Thesis submitted during the year	Ph. D. Awarded during the year	Resubmitted	Rejected
2010-11	Nil	Nil	Nil	Nil
2011-12	7	6	1	0
2012-13	9	0	0	0
2013-14	14	12	0	0

### 5.3 Student Participation and Activities

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the program calendar and provide details of students' participation.

#### LIST FROM SPORTS DIRECTOR

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

Documentary films are screened for students during induction week after admissions. Films and documentaries on National movement, National leaders, Social Issues, etc. are arranged for viewing and discussions. Interviews with film and documentary makers are arranged periodically. Students are introduced to the rocks on the campus. Theatre groups like Qadir Ali Baig Foundation usually send passes for MANUU faculty and students. Following the Nirbhaya rape case in 2012 PADASH organized a Nirbhaya candle light march. Students of MANUU respond to these special drives. In this way, social, environmental and heritage consciousness is encouraged. Departments like Social Work organize annual NGO Meet cum Mela for awareness generation and sensitization on social issues and problems.

5.3.3 Does the university conduct special drives / campaigns for students to promote heritage consciousness?

Students of History are included in projects on excavation and heritage conservation. Presentations by INTACH etc are attended by students. CWS organizes entrepreneur exhibitions; awareness campaigns like 'Run for Education and Urdu' are organized. A painting and photo exhibition was organized by the students of Department of English and Department of Mass Communication and Journalism.

5.3.4 How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.



The students are encouraged to participate in the National and International Level Seminars and they are provided a platform to publish papers in these seminars. E-learning facilities are made available in the Library to support students. MANUU students have been running a Wall Magazine Justujoo for the last 2 years. Through this Wall Magazine Students are encouraged by the teachers and guides to prepare bibliographic lists and compile research topics inventories. The students of MANUU were commissioned to write articles for the journal Samved published by Krishen Kalajee by Ananya Prakashan, Delhi. This is a campus journal and the issue had a student of MANUU as its guest editor. The Department of English publishes a biannual journal MAJELL in which research scholars are encouraged to publish their articles.

5.3.5 Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.

Students Union of MANUU is in place. It is an elected body in accordance with the Lyngdoh Commission recommendations. The Proctor acts as Advisor to students' Union with 5 Office Bearers and 6 EC Members. The University provides an office and funding the union for its activities.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

Student views are solicited and considered in introduction of new academic programs both by the Departments and Board of Studies. Students representation is mandatory on PADASH, Hostel Committee, Discipline Committee, Proctorial Committee.

Any other information regarding Student Support and Progression which the university would like to include.

- The University promotes participation of students in implementation of policies related to the students;
- The placement record of the University students is satisfactory as they are placed at local, national and international companies; but the University envisages an increase in this record;
- The University enables the students to involve in research and academic activities.
- The University provides all the necessary financial assistance in the form of Monthly Scholarships to the Students of all the programs.



## CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 Institutional Vision and Leadership

#### 6.1.2 State the vision and the mission of the university.

##### Vision:

The University's vision is to

- offer quality higher education to Urdu speaking population;
- empower the stake holders with the skills of the twenty-first century;
- create research milieu and intellectual space;
- nurture value based education
- make the stake holders conscious of their responsibilities for society, nation and environment.
- provide opportunities to women to realize their potential

##### Mission:

The objects of the Institution as stated in University Act are

- to promote and develop Urdu language;
- to impart education and training in vocational and technical subjects through the medium of Urdu;
- to provide wider access to people desirous of pursuing programs of higher education and training in Urdu medium through teaching on the Campus as well as at a distance and
- to provide focus on women education.

The purpose and mission of setting up this University was to cater to the needs of the Urdu speaking segment of society which was hitherto left out of the mainstream higher education. The Urdu speaking population in India is of a sizeable number and has its own special requirements. It is in catering to their special need of providing higher education in the Urdu language that the University is doing yeoman service to the nation. Establishment of the University in Urdu medium is also a measure of social justice on part of the government aimed at creating awareness in society towards the education of the socially disadvantaged groups, in terms of language. By creating opportunities in higher education, these groups can be empowered to participate in nation building activities.

The mission of the University rests on the hope that its objectives will transform lives of the least advantaged students by reducing the social and economic inequalities and open up avenues for sustainable employment. The establishment and development of the University has made positive moves towards affirmative action as defined in the mandate. Higher education gives a sense of dignity and confidence to the Urdu learners. The University envisions itself as a linkage for the madrasa educated students to higher education. It also provides an opportunity for first generation learners of Urdu speaking population through its net-work of institutions spread all over the





country as well as through its distance education programs. These objectives are realized through a number of programs offered by the University – under graduate, post graduate, research levels (M. Phil and Ph. D), diploma and certificate courses and technical / vocational courses, Professional courses through regular campus mode as well as distance learning. MANUU has Regional Centers and Study Centers all over the country. The University imparts courses in Science and Technology, Commerce, different areas of Management, Communication & Journalism, Information Technology, Social Sciences and Humanities.

6.1.2 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's tradition and value orientations, its vision for the future, etc.?

The mission statement certainly defines the university's distinct characteristics in terms of addressing the requirements of the society. The goal and objectives of the university are clearly in line with the mandate of the university. The University Act defines the various means and ways to be adopted to achieve its goal.

The university's act states that the mission and goal of the University is to establish and incorporate a teaching-learning institution at the National level mainly to promote and develop Urdu language and to impart higher education, vocational and technical education in Urdu medium through conventional teaching and distance education system; to focus on women empowerment and to provide for matters connected therewith or incidental thereto. The mandate of the University is to link Urdu speakers to higher education by offering programs in Urdu medium with special emphasis on women education. The strategy of the University is to reach out to remote regions of the country through a network of Directorate of Distance Education programs which the University implements through several institutions established outside the headquarters in various parts of the country to cater to the educational needs of the local people with a strong emphasis on vocational, technological and professional courses.

6.1.3 How is the leadership involved in ensuring the organization's management system development, implementation and continuous improvement?

The Vice-Chancellor is the Head of the Institution. He is assisted by the statutory Officers viz., Pro-Vice-Chancellor, Deans of Schools of Studies, Registrar, Finance Officer, Controller of Examinations, Proctor and Librarian. The Deans of Schools of Studies along with Heads of the Departments, Principals of Colleges help in Academic matters and other statutory officers assist the Vice-Chancellor in administrative matters.

As the Chairperson of statutory bodies like Executive Council, Academic Council and Finance Committees the Vice-Chancellor ensures the smooth



functioning of the university in the development of management system, Planning, implementation of policies framed and for continuous improvement. The Board of Studies and the School Boards headed respectively by the Head of the Department and the Dean are the other bodies where all important academic decisions that fall under their purview are made. The decisions taken in BoS and School Board are reviewed and approved by the Academic Council and the final executive approval is accorded at the Executive Council.

At the departmental level, the Head of the Department is the key person. He/She takes care of academic and administrative matters, curriculum development and evaluation with the help of the faculty from the department. This process ensures involvement of leadership at all levels. The decisions of the BoS are processed through the Dean, School Board to the Academic Council for approval by statutory authorities for implementation. There have been at least one meeting of Board of Studies and School Board meeting in each Department and Schools respectively and at least two meetings of Academic Council and Executive Council per year.

\* in interacting with its stakeholders?

Stakeholders are members of various statutory bodies and various committees. The meetings are held regularly and views of all stakeholders are represented. The suggestions /complaints of stake holders through their representations, complaint boxes, and Grievance cells are considered for rectifying the errors. The students, parents, alumni can meet the authorities by appointment. Faculty members are easily approachable for the other stake holders.

\* in reinforcing a culture of excellence?

The faculty are encouraged to attend the In-service training programs in pedagogy, communication skills and research methodology to reinforce their knowledge and skills. They are encouraged to attend/conduct the seminars, symposia, to undertake research projects and publications. Quality initiatives to recognise and reinforce initiatives include university practices like giving advance increments, promotions etc. Excellence in studies and quality learning potentials are rewarded through high credits, distinction marks, divisions. In many disciplines gold medals have been instituted by sponsors or donors to reward excellence.

\* in identifying organizational needs and striving to fulfill them?

The Department and Section wise meetings with the authorities provides scope for review, introspection, and to strengthen the functioning of the departments. The needs of the individual departments with respect to infrastructural facilities, budgetary requirements, financial assistance to students, and methods to expedite the procedures are discussed. A timeframe is set for the activities and deliverables which is strictly adhered to.



6.1.4 Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons?

Yes, the post of Vice-Chancellor was vacant for 14 months (from March 2009 to April 2010) due to delay in meetings and decision- taking by search committee.

6.1.5 Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

Yes, the University ensures the filling of all statutory positions. The statutory bodies of the university and their frequency of meetings conducted are as follows:

S. No	Statutory Body	Frequency of meetings (at least)
1	Executive Council	Twice in a year
2	Academic Council	Twice in a year
3	Finance Committee	Twice in a year
4	School Board	1-2 meetings in a year
5	Board of Studies	Twice in a year

Other bodies

6	Standing committee of Academic Council	Based on the need
7	Staff council in the Departments	Once in a month
8	Deans meetings	Once in three months

6.1.6 Does the university promote a culture of participative management? If yes, indicate the levels of participative management.

Yes, participative management is the practice at all levels. At the departmental level (Board of Studies), suggestions from the faculty are taken into account in designing and revision of curriculum and development, teaching-learning, research, future plans and evaluation process as well as general administration. The students' feedback is also taken into account in review and revision of syllabus. At the School level, representatives of different departments of studies as well as external members (through School Board) play an important role in the curricular aspects, research, and developmental schemes of the departments. Faculty members are also involved in managing several supplementary units such as library, laboratories, sports, guest house, medical facility, and hostels collectively. They are also involved in general administration and decision making. Faculty is represented in the composition of several committees formed to frame regulations for exam reforms, administrative reforms, finance committee, budget, preparation of plan proposals, consultancies, medical reimbursement, purchase committees, security, anti-ragging, anti-sexual harassment, housekeeping, recruitment, selection committees etc. Faculty is also involved in decision making at highest level in Academic council and Executive council meetings.



6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.

Not applicable. The University does not grant affiliation to colleges.

6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

Not applicable. The University does not grant affiliation to colleges / Autonomous Colleges.

6.1.9 How does the university groom leadership at various levels? Give details.

The University encourages the participation of all stakeholders in the democratic process of decision making. All academic decisions are taken after thorough discussions at various levels such as at the department, school, and university levels providing the opportunity for members to articulate their viewpoint. This approach grooms young faculty members to take up leadership roles. Further, faculty members are encouraged to attend training programs for developing leadership qualities. At the departmental level, staff members are entrusted with responsibilities for conducting Sessional Tests for internal evaluation, managing the stores, wardenship, proctorial duties, NSS/NCC, Grievance cell, Library etc. The involvement of faculty in such activities/committees has resulted in grooming the faculty for leadership roles besides achieving the goal of shared responsibility.

The students' involvement in the activities of the Students' union, management of hostels; sports committee, anti-sexual harassment committee, anti-ragging committee, NSS, extension activities, organizing departmental exhibitions provide them opportunities to hone leadership qualities.

6.1.10 Has the university evolved a knowledge management strategy? If yes, give details.

Yes, the Maulana Azad National Urdu University believes in the philosophy of creation, preservation and sharing of knowledge. The Institution has a goal of creating quality research hubs in various disciplines; and a number of affirmative steps have been taken in this regard. The University is attracting research funding from various funding agencies for these projects; and the faculty is encouraged to collaborate with other quality institutions in their areas of studies both nationally and internationally. They are also encouraged to participate in and organize workshops/seminars/symposia. Incentives are extended for quality publications in the form of arranging article processing fee and publication fee; in some cases, the University publishes articles after thorough review and recommendations of experts. The publications of all the faculty members are deposited with University Library and available for the



users. The dissertations and thesis submitted by the students are also deposited with the University library for reference. The audio-visual aids developed by the Instructional Media Center are available with their repository for reference and can be accessed on request.

The Center for Urdu Language, Literature and Culture of the University has a collection of rare Urdu manuscripts, which are catalogued and plans to digitize them. Further, the University has plans to establish a Digitization Center for preservation of rare manuscripts.

6.1.11 How the following values are reflected the functioning of the university?

\* Contributing to national development

Maulana Azad National Urdu University aims to produce professionals with technical and vocational skills through courses such as B.Tech, MCA, MBA, MCJ, MSW, B.Ed, M.Ed, Polytechnic and ITIs. It also aims to groom educated citizens in the field of humanities, pure sciences and social sciences. The students are trained to inculcate progressive human values and societal responsibilities which contribute to nation building.

\* Fostering global competencies among students

The curriculum is updated periodically to keep pace with the latest developments in the respective fields of studies. The core competencies of the students in both theoretical and practical aspects are harnessed and enriched. Students are equipped with inputs on usage of information technology. The campus is WiMAX enabled to provide access to e-resources and open educational sources to keep abreast with global trends and developments. They are encouraged to participate and present papers in seminars and conferences, undertake field trips and interact with eminent subject experts to acclimatize themselves with recent trends. Communication and soft skills are provided to enhance the competency and develop commensurate skills.

\* Inculcating a sound value system among students

A course on essentials of religious teachings is part of the curriculum at UG Level. Values and ethics are part of curriculum in courses in education. An informal but strong culture of instilling value-system prevails in the University through which the students imbibe the values by way of experience and interaction with peer groups. Participation in community services through NSS inculcates social responsibility, staying in hostel teaches them sharing and caring for fellow citizens and appreciation of unity in diversity.

\* Promoting use of technology

The University provides computer labs and Library with internet facility for wider access to ICT and its use in teaching-learning process. The campus is



Wi-fi enabled with WiMAX backbone and the faculty and students can access the internet from anywhere in the campus. Most of the classes are ICT enabled in various departments. Students have one mandatory course in the first semester on Fundamentals of Information Technology. Teachers and research scholars are trained in Academic Staff College for ICT usage. The students and teachers use emails and social media for exchange of information.

\* Quest for excellence

Syllabi are designed and reviewed to contain latest developments in the subject. Screening of research proposals is mandatory in order to ensure good quality, before submission to funding agencies. The University encourages teachers to publish papers in journals of repute. MOUs with national and international institutions/societies/bodies give scope to the exchange of students/staff for research collaborations that improve quality of education.

## 6.2 Strategy Development and Deployment

6.2.1 Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

\* Vision and mission

The University's vision is in line with the mandate of the University and goals of UGC & MHRD for XI & XII plans. The focus is to offer quality higher education to Urdu speaking population through Urdu medium, empower the stake holders with the skills of the twenty-first century by offering professional, technical courses as well as incorporating employable skills; empower women; create research milieu and intellectual space; to nurture values, compassion, consciousness of societal responsibility through network of institutions, programs at Headquarters and Distance Education programs, contributing significantly to gross enrolment ratio in higher education sector of the country.

\* Teaching and Learning

The perspective plan of the university is to review and implement reforms in teaching, learning, and evaluation from time to time. The adoption of semester pattern, introduction of credit system, choice based credit system, modular approach (Polytechnic/B.Tech/M.Tech) with lateral exit, adoption of ICT in class rooms, examination reforms have been taken up in the recent past.

\* Research and Development

The University has a perspective Research Plan. The research aptitude is ensured in the curriculum design in post graduate programs. The programs are streamlined from UG to doctoral level to enable the students to identify their interest areas and further their studies. Research capability of students is enhanced by initiating training in project work at PG level. The research skills of students are enhanced by introducing appropriate components suitable to





the area of research. Research scholars are encouraged to participate in courses on research methodologies organized by Academic Staff Colleges and Advance Research Centers.

#### \* Community Engagement

- The University has a perspective planning for community engagement through vThe University offers courses such as Tahseen-e-ghazal, Amoozish-e-Urdu and Urdu language teaching to the local community at Hyderabad.
- The University organizes cultural programs such as Mushaira, exhibitions on culture & art, popular lectures through various departments/centers.
- The Department of Social Work is collaborating with NGOs/CBOs/Schools for community level engagements through concurrent field work and block placement of students. The faculty collaborates with these organisations for their capacity building and project interventions.
- NSS organizes blood donation camps, community camps and sensitizes students in HIV & health awareness programs, old age issues of disadvantaged social groups.
- Department of Women Education and Center for Women Studies organize awareness programs about womens rights, collaborates with NGOs for women rights, empowerment and self-help issues of women.
- The Center for Social Exclusion and Inclusive Policy works on problems of educational backwardness of the minorities and provides advice on policy issues to the government at both local and national level.  
The Sports Directorarious academic, cultural and extension activities. Some of the activities undertaken in recent times are as follows:
- ate arranges for health camps, talks on sports injuries & remedies and importance of fitness.

#### \* Human resource planning and development

- The University has a strategy for Human Resource Planning and Development. The Departments in their staff meeting prepare resource requirement based on the workload and future plans. The requirements are scrutinized by the authorities and recommendations are considered for plan proposals. The Heads of the Departments monitor the workload and ensure optimal utilization of teaching faculty. For multidisciplinary programs, faculty members from other departments share the workload.
- The other strategy is capacity building of the staff. The faculty members are permitted/ encouraged to attend training programs for research methods, educational administration, financial and institutional management, budgeting, RTI Act, e-governance, fundamental rules, ICTs etc based on need. Further, faculty is facilitated to apply for fellowships, collaborations for research, participate in and organize seminars.

#### \* Industry Interaction

- In professional courses, such as B.Tech, MBA, MCA, MCJ, B.Ed., M.Ed.,



MSW, and Polytechnic courses, there is strong industry-academia interface. Students undergo internship and undertake projects in reputed organisations and industries. The concerned departments organize special lectures and interaction with experts from the industry and corporate leaders; organize academic events, exhibitions in collaboration or with sponsorship. Industry representation on Boards of Studies/Management is also planned by these departments.

**\* Internationalization**

- The University, entered into MoU with universities from USA for faculty/students exchange programs. Faculty members from Departments of Persian, Arabic & Hindi and H. K. Sherwani Center for Deccan Studies visited/attended faculty exchange programs. More such collaborations are planned for research. Several faculty members participated in international seminars/symposia etc. in the past five years.

**6.2.2 Describe the University's internal organizational structure and decision making processes and their effectiveness.**

The Vice-Chancellor is the Head of the institution. He is assisted by the Pro-Vice Chancellor, Deans of Schools of studies, Directors, Principals, Registrar, Finance Officer, Controller of Examinations, Central Vigilance Commissioner, Central Public Information Officer, Proctor, Librarian, Internal Audit Officer, Chief Warden in all academic, administrative matters, evaluation, law & order and welfare measures. The Executive Council and the Academic Council, Finance Committee are the apex statutory authorities. The Vice-Chancellor is the chairman of all statutory bodies. The members of these councils express their views and suggestions for the smooth functioning of the university in the periodic meetings. The Boards of Studies and the School Boards are the other bodies where all important academic decisions are made. After a thorough review, the proposals of BoS and School Boards get the approval in the Academic Council, which is finalized by the Executive Council. This process ensures democratic academic decisions at all levels, as per the statutory provisions of the University. The administrative machinery is well-knit and there is adequate decentralization of various functions. The examination wing is headed by the Controller of Examinations assisted by the support staff, which takes care of evaluation issues of both campus, off-campus and distance mode programs. All the administrative functions including governance, planning, development, legal cell, come under the overall control of the Registrar. Finance & Accounts, budget issues, processing of bills, utilization of funds, investments etc are taken care of by the Finance and Accounts Section. Other officers assist the Vice-Chancellor in implementation and execution of various policies. Both the top down and bottom-up approaches are used to implement policies.

**6.2.3 Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?**

The University has an Internal Quality Assurance Cell (IQAC) that plays a





proactive role in reviewing the current status and evolves programs, policies and suggestions to improve quality in teaching and research. The IQAC is constituted as per the UGC guidelines. The prime task of the IQAC is to develop a system for quality consciousness, consistent and catalytic improvement in the academic and administrative performance of the institution.

Periodic interaction among the Heads of the Departments and the faculties is in place and the practice is now streamlined with intervention of the IQAC.

The newly recruited faculty members are encouraged to participate in in-service training, to undertake the research projects. All the faculty members are encouraged to attend the seminars/symposia, to undertake projects, guide research students and publish research. At the departmental level, lesson plans are evaluated by peers/experts and suggestions are made. Student evaluation of teachers is done periodically both formally and informally and the feedback is used to improve the quality of teaching.

The Departmental Research Committees monitor areas of research, allocation of research guides, monitor the progress of research and reduce redundancy in research proposals. They also provide directions for ensuring quality. The research proposals submitted to grant agencies are scrutinized by experts in the field and the suggestions are incorporated.

New policies/regulations for academic, evaluation and administrative improvements are thoroughly discussed in the meeting of the statutory authorities for democratic decision. The guidelines/directions of UGC, MHRD and other regulatory bodies are suitably adopted for quality improvement from time to time.

#### 6.2.4 Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?

The Departments have complete academic freedom for curricular design to prepare new and innovative programs of study, to include subject experts in the Boards of Studies, experts for setting up question papers, evaluation methods; evolve and follow innovative teaching, to undertake research projects and consultancies, to conduct conferences and workshops. The academic achievements of each faculty are published in the Annual Report. The self-appraisal of the individual faculty and the assessment report by the respective Heads ensures accountability in academics.

#### 6.2.5 During the last five years has there been instances of court cases filed by and against the institute? What were the critical issues and verdicts on these issues?

There have been instances of court cases filed by and against issues pertaining to admissions, examinations, transfers, recruitment, property etc. During the last five years the total number of cases filed against the University in various



categories are as follows:

Nature of Cases	2009-10			2010-11			2011-12			2012-13			2013-14		
	Filed	Disposed	Pending	Filed	Disposed	Pending	Filed	Disposed	Pending	Filed	Disposed	Pending	Filed	Disposed	Pending
Admissions															
Examinations															
Transfers															
Recruitment															
Property															
Others															

**6.2.6 How does the University ensures that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of the grievances for prompting better stakeholder relationship?**

There is a mechanism of grievance redressal for all stakeholders in place. Student-related grievances such as admissions, scholarships, evaluation, examinations, results, re-evaluation/re-counting, discrimination etc., are redressed through Student Grievance Cell. The University also complies with UGC guidelines for grievance redressal by providing a link on university website. Similarly, grievances of staff are addressed through a committee. There are students Union, Teachers Union, Officers Union and Non-Teaching Staff Unions recognized by University, who intervene to address the grievances with higher authorities. Separate mechanism for addressing sexual harassment cases in the form of Policy Against Discrimination and Sexual Harassment (PADASH), Anti-Ragging Committees are also in place. Adequate measures are taken by authorities to redress the grievances of the concerned.

**6.2.7 Does the University have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?**

The University has a mechanism of taking feedback through questionnaires on course content and relevance, teachers’ effectiveness and pedagogical issues. The feedback from the students is analyzed in order to understand the shortcomings, if any about the courses, teachers and methods of teaching, quantitatively as well as qualitatively, using appropriate statistical methods. Appropriate action is initiated based on the feedback (A sample of Questionnaire and feedback analysis is enclosed at Appendix - .....).

**6.2.8 Does the University conduct performance audit of the various departments?**

Each department submits its annual report along with the activities taken-up



by the department/faculty, projects, publications, seminars/workshops, extra-mural funds, etc., to the University. These reports are reviewed by the authorities and placed before the Parliament as per the University mandate.

**6.2.9 What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?**

MANUU is non-affiliating institution.

**6.2.10 Does the university have a vibrant College Development Council (CDC) /Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.**

Not applicable

**6.3 Faculty Empowerment strategies:**

**6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?**

The faculty is deputed to in-service training programs such as Orientation Programs, Refresher Courses, Summer Schools, Winter Schools; encouraged to participate and organize national and international workshops, seminars, symposia and conferences. Teachers appointed without Ph.D. are encouraged to pursue their doctoral studies through the facility of study leave. Need based cadre wise training programs are organized for the non-teaching staff.

**6.3.2 What is the outcome of the review of various appraisal methods used by the University? List the Important decisions.**

The analysis of self-appraisals reveals the gaps in the skill/knowledge, strengths, and areas with scope for improvement. The University deposes teaching staff to attend in-service training programs, workshops, awareness programs; and organizes training programs for non-teaching staff. The review of the appraisals helps the University to determine the potential for promotions, demotions, increments and capacity building training.

**6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefited from the schemes in the last four years? Give details.**

Welfare Scheme	2009-10	2010-11	2011-12	2012-13	2013-14
Special Advance (Rs. 8000)					
Medical Attendance Scheme					

**6.3.4 What are the measures taken by the University for attracting and retaining eminent faculty?**



The eminent faculty in service is retained with suitable recognition to their work, facilitating them with adequate facilities to continue and further scholarship. The University re-employs superannuated eminent faculty with attractive incentives such as free accommodation, attractive salary, representation in academic bodies as special invitees, advisory roles etc.

**6.3.5 Has the University conducted a gender audit during last four years? If yes, mention few salient features.**

The university conducts gender audit of both staff and students every year. The enrolment of female students in courses such as B.Ed, D.Ed., UG programs (in Sciences), is more than 50%. Over all male to female ratio on an average is 7:3 across the Schools and courses. Based on the analysis, the University has enhanced hostel capacity for female students; waiting rooms and toilets for girls are also provided in all the school buildings. In line with the mandate of the University, which gives special emphasis to focus on Women education, an exclusive College for Women has been set up at Budgam, J & K.

Similarly staff ratio is also analysed; female staff representation on the faculty is depicted in the following table:


**6.3.6 Does the University conducts gender sensitization programs for its faculty?**

The University organizes gender sensitization programs for students as well as staff members. PADASH conducts series of lectures, workshops, awareness programs for staff members and students. The Department of Women Education and the Academic Staff College organized four Refresher Courses on gender issues in the past five years. The inputs on gender sensitization issues are mandatorily included in all Orientation programs of the MANUU UGC-Academic Staff College. The University observes International Women Day. A Candle march was taken out in support of the Nirbhaya Case in 2012.

**6.3.7 What is the impact of the University’s Academic Staff College programs in enhancing the competency of the University faculty?**

The impact of the Academic Staff College programs in enhancing competence of faculty is significantly positive. Some of the noteworthy changes observed are training in pedagogical methods; use of ICTs in teaching-learning, awareness of socio-political and economic issues, understanding of issues of human rights, social justice, environment, biodiversity; refurbishing of research methods, soft skills, positive interpersonal relations, participation in team work, stress management and



knowledge up gradation. These observations are based on the feedback of the participants provided to ASC, as well as the impact studies conducted by the ASC.

#### 6.4 Financial Management and Resource Mobilization

##### 6.4.1 What is the institutional mechanism to monitor the effective and efficient use of financial resources?

The university has a finance and accounts wing headed by the Finance Officer. The F.O. exercises general supervision over the funds of the University and advises on financial policies. The Finance and Accounts wing prepares annual accounts and the budget of the University. The annual accounts are audited by CAG office. The university has a finance committee which meets at regular intervals to monitor and guide the University accounts, funds availability, expenditure and audit issues etc. The accounting system of the university is centralized at the Head Quarters under Finance & Accounts Section.

##### 6.4.2 Does the University have a mechanism for internal and external audit? Give the details.

The university has a mechanism of internal control monitored by the Internal Audit Officer. The external audit is conducted by the Accountant General's Office. The external audit is taken up twice a year, one for the certification audit (Financial audit) on Annual Accounts of the university; and the second is the inspection audit (Transaction Audit) on the transactions of the university for a specified period.

##### 6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so how were they addressed?

MANUU's Annual Accounts are regularly audited by the Accountant General's Office and the same are tabled before the Parliament within the prescribed time schedule. There are no major audit objections as such.

##### 6.4.4 Provide the audited income and the expenditure statement of the academic and administrative activities of the last four years.

The audited Income & Expenditure statements of academic and administrative activities along with the Audit Report of the last four years are furnished as [appendix - .....](#)

##### 6.4.5 Narrate the efforts taken by the University for Resource Mobilization

The major source of funds to the university is the grants received from UGC and internal receipts generated through admission fee for various programs, examination fee and sale proceedings of prospectus-cum-application forms. The University keeps vigil on the grants received and the portion of funds which is required immediately is kept in Savings Account; whereas the funds which are due to be utilized subsequently are placed as fixed deposits with nationalized banks whichever offer highest rate of interest on the day of investment. The process of investment is made through Investment



Committee calling for sealed quotations.

#### 6.4.6 Is there any provision for the University to create a corpus fund? If yes please give details.

The University envisages the creation of a Corpus Fund for welfare of its employees and students; and for future developmental activities.

### 6.5 Internal Quality Assurance System

#### 6.5.1 Does the university conduct an academic audit of its departments? If yes, give details

Yes, The University has the hierarchical structure for academic audit with faculty members from the department at the base of the pyramid and the department heads, deans of schools of studies, and the Academic Council at the top. The academic audit of each department is carried out by the faculty members and heads of the department at the beginning of each semester. The courses of the departments are reviewed in terms of relevance, content, methods of teaching evaluation etc. The progress of the review is monitored by the heads of the department and discussed with the staff members in their formal and informal departmental meetings. The changes and suggestions are discussed in the subsequent boards of studies meetings, and forwarded to the statutory authorities such as School Board and Academic Council for formal approvals. School boards headed by the Deans of respective schools of studies audit the suggestions and recommendations of Boards of Studies. Some of the technical/professional programs are reviewed by regulatory authorities such as UGC, AICTE, DEC, NCVT and NCTE.

#### 6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the university to improve teaching, learning and evaluation?

The Departments have revised their curricula based on the specific needs of the stakeholders and have introduced contents which are relevant, current, innovative; and which enhance the potential of employability. Examination reforms are evolved based on the audit, and quality enhancing steps are taken e.g. introduction of OMR Sheets, along with answer scripts, Double Evaluation, Re-evaluation, grace marks and moderation.

#### 6.5.3 Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The Internal Quality Assurance Cell reviews the teaching learning process. The Structure of the IQAC is as follows:

Chairperson	Vice Chancellor or his nominee
Members	Prof. Mohd. Zafaruddin, Dean, SJMC Prof. P.F.Rahman, Dean, SS



	Prof. K.R. Iqbal Ahmed, Director, DDE Prof. MQ Khan, Nodal Officer, MANUU Campus, Odisha Prof. Abdul Wahid, Head, Dept. of CS&IT Dr. Saneem Fatima, Head, Department of Management & Commerce Prof. Salma Ahmed Farooqui, Director, H. K. Sherwani Center Deccan Studies Dr. Maqbool Ahmed, Head, Department of Botany. Professor, DDE Dr. Kaneez Zehra, Head, Dept. of PS&PA Prof. S. M. Rahmatullah, Registrar
External Members	Prof. I Ramabrahmam, University of Hyderabad, Hyderabad Prof Syed Saeed, EFLU, Hyderabad
Coordinator	Mr. Abdul Rasheed Shaik, Assistant Registrar (Academic)

Meetings of IQAC are organized at least once in an academic year to discuss and approve the activities of IQAC for the year.

Quality sensitization programs are organized for stakeholders.

Meetings of staff members are organized for preparation of Annual Quality Assurance Reports.

Feedback mechanism from stakeholders is introduced to review the quality of the programs.

Periodic audit by the departments, schools is also discussed in IQAC meetings for review and implementation.

#### 6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

The IQAC has contributed significantly in institutionalization of quality assurance strategies. For instance:

- i) Faculty members are encouraged to take up Research Projects
- ii) New faculty members are trained through faculty development programs on modern pedagogical methods, to contribute to open educational resources, evolve them in development of audio-video teaching aids.
- iii) Faculty members are encouraged to participate in international conferences through facilities like travelling allowance, registration fee, etc.
- iv) Teachers are encouraged to organize seminars and symposia in their departments for which separate grants are provided by the University.
- v) Feedback mechanism is streamlined after taking responses from stakeholders.
- vi) Special Classes are arranged by several departments for slow learners.
- vii) An exclusive Students Counsellor is appointed to address stress issues.
- viii) The faculty involved in technical courses are encouraged to develop a formal collaboration with industry for the student training and employment.
- ix) Training in communication skills in English and soft-skills is provided to the





- students.
- x) Add-on courses of Fundamentals in Information Technology and English for UG Programs are introduced for enhancing the employability potential of the students.

#### 6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the University for Implementation?

The following decisions of IQAC have been placed for the approval of the statutory authorities for implementation:

- 1) Examination reforms
- 2) Regulations of M.Phil. and Ph.D.
- 3) Regulations of Career Advancement Scheme
- 4) Allocation of separate budget for seminars, workshops etc.,
- 5) Appointment of Dean, Academics

#### 6.5.6 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

- 1) Prof. I Ramabrahmam, Professor of Political Science and Registrar, University of Hyderabad, Hyderabad.
- 2) Prof Syed Saeed, English and Foreign Language University, Hyderabad.  
The members contribute significantly in advising the IQAC in fixing priorities based on their experiences from their parental organizations.

#### 6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

Yes. The IQAC has assessed the student's enrolment over the years to study the enrolment pattern of students from disadvantaged sections of the society. It has been observed that the strength of the students from disadvantaged sections of the society viz., SC, ST and OBC has increased. The university follows reservation policy of GoI and all relaxations are extended as per GoI norms.

#### 6.5.8 What policies are in place for the periodic review of administrative and academic departments, subject areas, research Centers, etc.?

Department-wise, and section wise periodic review meetings are recommended by IQAC, should happen at least once in a semester. For the teaching departments, the syllabus/curriculum revision, teaching methodologies, evaluation issues, training of staff members, introduction of new programs, add-on programs, withdrawal of obsolete syllabus/programs, research areas, funding for research, publications, extension lectures, organizing of seminars/seminar/workshops etc., are to be reviewed in each semester. Similarly, for administration, cadre-wise training programs to be conducted, facilities to be upgraded, introduction of ICTs for administration, budgeting, accounting and audit issues, RTIs, grievance redressal are to be reviewed at least twice a year.







## CRITERIA VII: INNOVATIONS AND BEST PRACTICES

### 7.1 Environment Consciousness

#### 7.1.1 Does the university conduct a Green Audit of its campus?

- As per CPWD norms in every estimate for a new building, green building norms are followed and provision for horticulture development is being made and after completion of building, the horticulture development is planned accordingly.
- The campus is developed on land full of old rocks. In the earliest phases, a number of rocks had to be blasted to bring up the buildings on the campus. Of late, however, MANUU building plans are structured around a policy of preservation of these rock formations as a measure of keeping intact the ecosphere balance. The rocks now form part of a beautiful and impressive landscape.
- Value-oriented trees like the medicinal Neem are protected. Any tree that needs to be removed for purposes of constriction or road-laying is replaced by new plants. (Shade giving trees and medicinal herbs are given importance).
- AMC by CPWD – The Horticulture management is given on contract to CPWD on AMC. Thus MANUU follows the practice of outsourcing in a time and cost effective manner. Also, since CPWD is in charge of construction work at MANUU; the organisation takes the responsibility of 'greening the campus' seriously.

#### 7.1.2 What are the initiatives taken by the university to make the campus eco-friendly?

##### **Energy Conservationism:**

nism:

- Autotimers are fitted for street lights on the campus helping in conservation of energy.
- The concept of energy conservation, is kept in view at the stage of preparation of preliminary drawings of the buildings by the CPWD Architects.
- Fluorescent lights, CFL and LED lights are used all over the campus for conservation of energy.

##### **Use of renewable energy**

- Solar energy is being tapped and utilized in Hostels and Guest House for water heating.
- Proposal to install solar power plant on the campus is under consideration.
  - \* Water harvesting:
- Sewerage Treatment Plant provision has been made in XII plan and is being taken up with CPWD for installation of the plant.
  - \* Efforts for Carbon neutrality:
- Tall Green plants are found across the campus. This helps in promoting carbon neutrality, thus eliminating health hazards and pollution.



\* Plantation: A continuous plantation drive is in order. A planned green-scape is at the heart of every new building that comes up.

\* Plantation is done by the CPWD by enhancing the plants every year, by making a provision towards the past plant Mortality Rate.

\* Hazardous waste management

Needle destroyers and biodegradable products are used in Health Center.

\* e-waste management:

Old and worn out software equipments are repaired, or exchanged for new equipments.

\*

\* Any other (please specify) :

- Departments of studies encourage the students to participate in programs like tending the gardens in their own buildings, tree plantations;
- Nukkad Nataks with themes of eco and bio friendly focus and Cleanliness Drives are organised time to time to educate the campus residents and students about waste management, cleanliness, issues of social responsibility etc.
- It is proposed to replace the existing light fittings with LED fittings in future.
- The campus has unique rocks and “Save Rock Society” an NGO has earmarked two rocks on the campus as Heritage Rocks by construing its natural formation as “Patthar Dil”, opposite to School of Education and Training and “United We Stand” behind the School of Languages, Linguistics and Indology Building.

These rocks are being preserved and beautification is being done for exposure to future generations.

The University is planning in consultation with CPWD for planting of tall green trees around the periphery of the University to barricade the external pollution.

## **7.2 Innovations**

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the university.

- Smart Classrooms
- Partnerships/Collaborations & MoUs:

MANUU models itself on lines of a welfare Institution. Many innovative measures are adopted to keep the interests of all stakeholders in consideration. Laws, regulations and office orders are all meant for creating an environment of trust and confidence and a sincere relationship between the employer-employed, the administrator-employee and the teacher –student. The uniqueness of MANUU owes a lot to this feature of mutual trust and consideration.



### **Beyond the Curriculum- Impact Programs:**

- For a fairly young University MANUU is now making a mark for itself by inviting the attention of donors and philanthropists who like to invest in the nation-building enterprise of higher education. The USP of MANUU is that all programs are taught in Urdu medium. Gradually public service minded organisations and individuals are becoming aware of the good work being done at MANUU. Endowments, Scholarships and medals instituted by individuals and alumni, are being added to the repertoire of MANUU. Some development oriented organisations are coming forward to sign MoUs with MANUU. MANUU enters into partnerships and collaborations in events and programs which may have a direct or indirect impact on the academic and developmental spheres of the University life.
- a) In ----- MANUU was offered an Endowment Lecture series by Indira Devi Dhanrajgir. CULLC manages the Endowment Lecture Series. So far ---- Lectures have been organised. Soon MANUU is expected to sign an MoU with the donor -----.
- b) The Center for Deccan Studies has signed an MoU with ASPS for a Travel cum Research grant.
- c) In 2009 MANUU collaborated with UoH in organising a Mushaira at MANUU campus.
- d) MANUU collaborated with Hyderabad Literary Festival in 2013.
- e) Partnership with colleges is the backbone of the newly started Science teaching programs at MANUU.
  - (i) Unani
  - (ii) Paramedical
- f) MoU with AIR DD Urdu
- g) BRAOU, MANUTA, IGNOU

### **Student Support Impact Programs:**

- MANUU authorities are sensitive to the fact that since the University caters to Urdu speaking students, the responsibility of making the knowledge about job market, preparing CVs and meeting prospective employers also lies with the University. Students are given mentors/ counsellors who guide students through steps of applying for courses. The teachers/ departments with the help of the counsellors and Placement officers help in organising campus recruitment programs for students. In the last four years, students of Polytechnics and ITIs are being helped in finding jobs overseas, especially in countries where their back grounding in Urdu is an added benefit to their degree in technological skills;
- Many Departments are going in for Soft Skills Program; by involving corporate trainers for communications skills and personality development to assist in campus placement activity.
- Mentorship at Department of Management and Commerce (Mentor) Each faculty member is allotted a group of 6-8 mentees, who are guided by them. (Mentor in career planning, Internship, Project guidance and final campus placement.)
- Students from the Department of Management and Commerce have undergone training in skill development in retail management through the STAR scheme of National skill development corporation (NSDC) which has been of great help in campus placement of the students.



As many as ..... Students are on rolls of NSDC.

- The students of other departments shall be imparted training in IT and ITES by the National skill development corporation as part of STAR scheme to make them employable.
- In order to facilitate the process of entering into the study programs offered by the University, MANUU has started many forward-looking modes like Single Window Admissions/ On-line Admission/On-line Fee Deposit apart from Challan System/ On-line Registration for admission into short term programs in Academies/ Conferences, Competitions etc.
- Digitisation of processes like library holdings, and cataloguing, fee payments, exam result tabulations, and salary managements is a very successful and welcome experiment at MANUU. Soon all processes will be digitised and office correspondence also will come under the ambit of a single digital window. MANUU is moving towards a no-paper administration.
- Anti Ragging Committee/ Grievance Redressal Cell/ Committee Against Sexual Harassment/ SC,ST Cell are some of the features of reducing stress on employees and students and making their study programs and workplace activities hassle-free.
- A Central Committee (CAMRC) to monitor issues and reforms in Admission and Exam was set up in 2011. It allows appeals against the decisions of Departments during Admissions and Internal Assessment. This Committee instils a lot of confidence among students and follows the principle of transparency.
- Mal-Practices and other forms of indiscipline during examinations is sought to be curbed by means of preventive measures like stringent invigilation work, flying squads etc.
- Student enrolment number system has been evolved to ensure efficiency and reduce duplications. This will help in keeping student admission records straight.

**Sample:**

**Staff Development Schemes:**

- a) No Application fee is charged from SC/ST/ Women/Differently-abled Persons at the time of application for recruitment;
- b) Non-Teaching Staff is encouraged to take up courses of study in DDE while on duty. No fee is charged;
- c) Faculty Improvement Program is implemented; Teachers are encouraged to attend national and International Conferences and Seminars. They are also motivated to send proposals to the UGC and other funding bodies for organising Seminars and Conferences. Study Leave for Teachers who are working for their doctorate is encouraged at MANUU.
- d) Teachers and Non-teachers participate in all events of the University. The MANUU Staff Cricket team is quite popular and has a track record of good performance in the past three years in inter University matches/ tournaments.
- e) Open air stadium and Indoor Stadium attract many students daily. The University is in talks with known sports persons and organisations to organise regular tournaments and sports festivals and also to train and prepare



- MANUU teams in Cricket, hockey and football.
- f) The University has allowed a branch of the General Post Office and the Indian Overseas Bank to open their outlet offices on the MANUU Campus. The general public, especially the residents of neighbouring Residential complexes are also allowed to make use of the facility.
  - g) Part Time PhD is a sanction that the University provides to scholars across many disciplines. Measures of making the Part Time Program more streamlined and reliable are always under consideration for the sake of quality improvement. It is however a very useful practice as it has a far-reaching benefit and is total consonance with the agendas and objectives of MANUU, Women and NRIs take advantage of this scheme.
  - h) In order to ensure good working environment and job satisfaction among its employees, MANUU runs employee welfare schemes like Medical Insurance/Free Consultation and medicine at University Health Center/ and Medical Assistance Scheme;
  - i) MANUU runs a Child Care Center for young working mothers. This Center is looked after an able team of teacher advisors, and caretakers employed by the University. This scheme extends to clientele outside the University also and many a toddler from the neighbourhood becomes a member of the MANUU CC Center in his/her pre-school years.
  - j) Child Care Leave Scheme for Women with children below 18 yrs of age is being implemented in a serious manner.

### 7.3 Best Practices

- 7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the university.

#### Best Practice - I

##### 1. Title of the Practice: “Digitization of University Processes”

A. **Admission/ Recruitment Facilitation Model:** This title should capture the keywords that describe the practice.

##### 2. Objectives of the Practice

- Cost minimization
- Time saving
- Documentation saved
- Travel time is saved
- 24x7 service
- Downloading of hall tickets

##### 3. The Context

- Reaching the unreached, creating awareness ..... the Urdu ..... population apart from meeting the requirements of the reserved category.



- Availability of prospectus on University website
- Reduction in Admission processing time
- Segregation of data as required
- Centralized data, Wi-fi Campus

#### 4. **The Practice**

##### **Weaknesses**

- The website of MANUU is hosted on NIC Server, whenever the NIC Server is down, connectivity is not available and access is denied, hence some problems are being experienced. In future the university is planning to host the website on its own Server.

##### **5. Evidence of Success**

- Increase in number of applications received
- Increase in awareness
- Online payment of Examination/admission fee.
- Fee directly credited into University account.
- The problems of expiry of DDs not faced.

#### **Best Practice II**

1. Title of the Practice: **“Health Insurance of Students.”**

2. Objectives of the Practice:

- Students from weak socio-economic background are served by this scheme
- Rs. 1 lakh insurance on inpatient services is the norm
- Rs. 1 lakh is given as accident coverage
- Every student can avail up to Rupees 5,000/- on outpatient consultancy

##### **3. Need addressed and the Context: (150 words)**

The University concerns itself with the all round development and welfare of the student groups. By and large the stake holder groups belong to economically backward social strata, and the University helps out in the multiple ways in order to facilitate their all round development. For example MANUU provides food subsidies, free medical care, fee subsidies, scholarships etc. It was also felt that as most of the students come from rural areas and poor backgrounds they also need to be supported in academic and para-academic areas like advisement, counselling and medical care. With this philosophy in mind MANUU has set up 'Health Insurance Scheme' in 2013.

##### **4. The Practice (400 words)**

According to this scheme rupees 809/- is collected from every student towards payment of the premium for health insurance at the time of annual fee collection. 8000 hospitals have been empanelled all over the country (List is available on University Website). Students are provided with health cards on admission to any full time study program in the University. Students can avail the healthcare/medical





services cashless by producing the health card or their identity cards. According to this scheme any student of MANUU in need of medical attention can claim the facility of health insurance in any of the empanelled hospitals in the country. This enablement indicates the responsibility of the University towards the stake holders, irrespective of where the student is in time of need. This scheme also facilitates admission into hospitals as in patients, and any surgery or non interventionist procedure required. The value of this scheme is keenly appreciated by the student community as it makes them feel secure in times of emergency. A Student Health Committee monitors the scheme with National Insurance Company.

## 5. Notes

### **Global Outreach Model of Education at MANUU:**

The model of Education, MANUU offers is at best described as a unique bouquet model of education. It goes beyond any conventionally defined models like Portfolio model or the cafeteria model. MANUU enjoys the unique position of offering Higher Education at diverse levels to a large group of learners who are classifiable as a homogenous group by virtue of the very mandate on which the University has been established.

By and large the students who seek admission in MANUU are all Urdu-speaking and by and large they have all studied in Urdu medium or studied Urdu formally up to a certain stage of earlier education. Thus the University provides education to its clientele with a special eye on its needs. The best thing one can say about the Educational Program at MANUU is that it serves the needs and aspiration of a socio economic group:

The 1997 Act of MANUU lays special focus on points of Higher Education in Urdu and Empowerment of Women. All HEI s are governed by a philosophy and a vision. As years pass, there is a linear growth in the practices and implementation of the agendas. The case of MANUU however, is extraordinary; and distinct from a standardised progressive growth oriented institution. MANUU has twin challenges to face. It has to gear itself to the demands of the developing Institutions by preparing for societal demands for IT enablement, higher job market and global competitiveness. In short MANUU has to step forward as a 21<sup>st</sup> century institution and vie with the best and the most modern of HEI s. The other challenge, especially when seen in the perspective of the first one, is a serious challenge. That is, to empower the Urdu speaker by conducting all teaching – learning – training – evaluating programs in Urdu, while ensuring that this stakeholder receives modern education on par with his/her counterparts in the country.

The best practices at MANUU are those which keep both the challenges in focus right from macro level of policy making up to micro levels of local implementation. Since 17 years of its presence on





the Indian scene, MANUU has promoted opportunity building for Urdu speaking minorities. It has at the same time continued to move into areas of advanced learning and empowerment through higher knowledge.

The dynamic environment at MANUU goes a long way in promoting this philosophy. The impact of Technology on modern education has been keenly attended to write state of art IT tools which provide necessary advanced skills, so that can go hand in hand with traditional education in Urdu to gear the leavers towards global needs. The quality and context of the courses is such that still development and global competency become tools for the journey towards excellence. Finally, the cultural context and Urdu oriented environment (coupled with proficiency in English) have created a holistic value system.

The task of offering and maintaining standards of higher education programs in Urdu medium is daunting. MANUU's sustained importance on the national scene is a statement of MANUU's commitment towards its given mandate as well as to the goals of Higher Education.

The best practices at MANUU highlight MANUU's different deep concern for the main stakeholders of its enterprise, i.e Urdu speakers. Thus, The complexity of MANUU's task emerges from two more streams of learner groups apart from the core group drawn from Urdu speaking minorities from across the country. In addition, MANUU sincerely applies itself to the Reservation policy of the Nation and admits 27% of students from SC, ST, OBC categories. These students may not be from Urdu speaking backgrounds necessarily. MANUU adjusts its programs and admission policies to attend to these learners needs and rights to education. Beyond this, MANUU pays special attention to students of Madarsa background. As part of social initiative and to mainstream the marginalized, MANUU creates facility by which the students of Madarsa background may enter into standard formal education systems. Innovation MANUU has an central Equivalence Committee which determines that:

- There is a disparity in basic requisite qualification for the courses of study between formal stream students and Madarsa Board students
- The Madarsa from where the student has studied is recognized by a well-established Madarsa Board.

Depending on the courses studied the Madarsa student, the Equivalent Committee stipulate the kind of programs in which she is eligible for admission.

These learner groups are served in multiple ways through the programs activities and approach. The University is conscious of the different needs of the stakeholders and different access capacities. From the very start, the two streams of education (campus as well as Distance Modes) have been available. The University provides multi level, multi-stream education in Humanities, Social Science and Sciences as well as in professional and job oriented courses of study.

***Any other information regarding Innovations and Best Practices***



*which the  
University would like to include.*

Toll Free No. @ MANUU 18004252958

- To facilitate the staff and students of MANUU in elicit information and coordination with administration from anywhere in India a toll free no and Centerx facility is available on the campus provided through BSNL.
- This facility has proved to be successful and complaint free.

The facility draws into significance the fact that MANUU caters to a large section of students and employees who need to be treated in an essentially humane manner. The economic condition of most of these stakeholders is deplorable. Also their access to expensive practices (like STD, long distance calls and travel to the headquarters for information is limited.